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Produced at a program planning workshop for experienced adult basic education teachers, this work furnishes a teaching guide and inservice teacher training guidelines for use in the Texas Adult Education program. First, academic and other statewide program goals are enumerated. Next, concepts and objectives, subject content, student and teacher activities, textbooks, equipment and materials, and procedures are suggested for science and health instruction; increasing students' occupational and educational opportunities; teaching basic, intermediate, and upper level mathematics; adult citizenship and social skills; and development of skills in listening, speaking, reading, and writing. Last of all, student evaluation objectives, devices, and procedures are listed for each broad subject area and level of instruction. The document includes a model of an inservice orientation program involving lectures, small group discussions, and class visitations. (ly)

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ADULT BASIC EDUCATION
TEACHERS GUIDE

Produced
By

TEXAS
ADULT BASIC EDUCATION
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IN
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INTRODUCTION

This Production Workshop was designed to provide answers to some of the major problem areas indicated by individuals in the Adult Basic Education Program. After analyzing various approaches, experienced Adult Basic Education teachers were called upon to provide possible answers to the problems of Adult Basic Education in Texas.

Continued success of the Texas Adult Basic Education Program is directly related to the unselfish efforts of Adult Basic Education teachers in providing a Teachers guide, an Evaluation Instrument, and Inservice Guidelines for the program.

T. E. A. Staff

INTRODUCTION

The University of Texas at Austin; Extension Teaching and Field Service Bureau, felt that teachers should be the persons responsible for suggesting program format for the statewide Adult Basic Education program. This past Production Workshop and the enclosed teacher guide, including ideas for evaluation and inservice, are the result of that concept.

The staff of the Bureau of Extension would like to extend its appreciation for your cooperation and effectiveness in developing this guide. Your hard and sincere work indicates the reasons for successful programs in the past and insures even greater success in the future.

From any standpoint, this guide cannot be expected to be complete. However, a reference point for the Adult Basic Education Program has now been developed and further followup will allow for a more complete and usable instrument.

E. T. F. S. B. Staff

STAFF
EXTENSION TEACHING AND FIELD SERVICE BUREAU
THE UNIVERSITY OF TEXAS AT AUSTIN

Dr. William E. Barron, Director
Mr. Bishop Pitts, Assistant Director for Extension Services
Mr. C. Robert Wood, Staff Specialist and Program Director
Mr. Edward Tapscott, Adult Basic Education Staff Specialist
Mr. David Weiner, Associate Adult Basic Education Staff Specialist
Mr. Herb Overfield, Media Specialist
Mr. Paul Webber, Staff Specialist
Mr. Chuck Carpentar, Staff Specialist

STAFF, TEXAS EDUCATION AGENCY
ADULT BASIC EDUCATION

Mr. Ralph Mock, Director of Adult Basic Education
Mr. Thomas Nelson
Mr. Raymond Johnson
Mr. Ramon Lopez
Mr. Ed Manigold
Mr. Elwyn Williams
Mr. Garland Wilson
Mr. James Woodman

STATEWIDE ADULT BASIC EDUCATION
GOALS

1. To assist undereducated adults increase their knowledge of basic academic skills so they are able to,

   -Read, write, and speak the English language

   -Perform arithmetic computations related to thier family finances and work

   -Practice the principles of good nutrition, good health and safety

   -Retain or obtain employment commensurate to their abilities or enter vocational training or retraining

2. To assist adults in recognizing their rights and responsibilities as citizens so they are able to take an active role in determining the course of political, social, and economic events.

3. To assist the adult in recognizing his personal strengths and weaknesses and their relationship to occupational, social, and family problems.

4. To assist the adult in recognizing the need for continuing informal and formal education.

SCIENCE AND HEALTH OBJECTIVES

OVERVIEW

To provide the student with the opportunity to learn the basic introduction of science and health applicable to his daily needs.

1. The student learns his structural and physical make-up in order to maintain good body development.

2. The student understands the interaction between plant and animal life and applies this knowledge to his daily life.

3. The student learns the importance and variety of natural resources and the dependence of man upon them in order to conserve man's heritage.

4. The student learns about weather and climate in order to make use of and protect himself from nature.

5. The student is able to practice the requirements of good health habits.

6. The student is able to locate and use the health services abailable in his community to satisfy the needs of his family.

7. The student must be taught to recognize and eliminate health hazards in his home.

8. The student is able to learn the requirements of the basic four food groups so as to maintain good nutrition.

INTRODUCTION TO SCIENCE GUIDE

The adult science program is only as good as the individual teacher, who is responsible for carrying out the science program. No course of study can take the place of an alert and skillful teacher. However in order to offer the best to our Adult Basic Education students every effort should be made to conform to their needs.

This guide was created to stimulate the teacher to do the best job of which he or she is capable and to offer him these ideas. It's another step forward in the teacher's task to develop the potentiality of active thinking men and women.

SCIENCE

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
Understand weather and climate	1. Weather a. Weather changes b. Environmental influences c. Hazards d. Forecasting e. Climatical influences in relation to agriculture f. Percipitation	1. Each student will keep a daily weather chart. 2. Collect weather maps from paper. 3. Weather observation 4. Observation of cloud formation	Radio, television, newspaper, weather master
Students will be able to tell which solvents to use for removing stains from clothing	1. Solvents 2. Solutes	1. Have students bring different kinds of fabrics and find out what happens when dipped into different solvents	1. Solvents Acetone (should never be used on synthetic fibers) Carbontetrochloride Gasoline Turpentine Venigar 2. Fabrics nylons wool cotton rayon,etc.

I. WEATHER

Questions

Supply the missing words.

1. Solar heat comes only from the _________.(sun)

2. The main cause of air movement is __________________.

3. The altimeter is a baromer used to determine __________.

4. Temperature is measured with a ____________________
(thermometer)

5. List the names of three kinds of storms.

II. SOLVENTS AND SOLUTES

Questions

1. What is considered our universal solvent? (water)

2. When a substance dissolves in another, it is called a ______________ (solute)

3. The substance in which a solute dissolves is called a ______________ (solvent)

4. Name two types of synthetic materials.

5. Name two household cleaning compounds.

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
The students will be able to understand soil analysis		1. Plant seeds in different samples of soil 2. Have country agriculture agent come in and lecture to class 3. Send samples of soil to Texas A & M	Resource people, Samples of soil, Seeds, etc.
To study the purification of water	Purification of water Distillation Chlorination Filtration Boiling	1. Fieldtrip to water plant	Sand, gravel, clay, and other kinds of soil, glass with hole on the bottom

III. TYPES OF SOIL

Questions

1. Define the three mixtures of soil.

2. Name the two layers of soil.

3. Name two sources of soil.

4. Name three ways that soil is transported.

5. What does the following soil contain?
    a. Sandy soil
    b. Clay soil
    c. Loam soil

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
To be able to determine the hardness and softness of water	Hard and soft water	1. Add detergent to tap water and to distilled water. Shake. 2. Allow samples of tap water to evaporate. Observe residue.	Tap water, distilled water, detergents
The student will be able to understand the atmosphere and its role in earth science. To teach pupils what pressure is. To teach ways of preventing air pollution.	Composition Air pollution Air pressure	1. Make charts and circle graphs showing the compositions of the air by percentage. 2. Show that air takes up space and has weight. a. inflate balloon 3. Make a diagram of the structure of the earth's atmosphere and discuss. 4. Make visual observation of air pollution. 5. Reading of gauge a. Barometer b. Tire gauge (Explain meaning)	Air Barometer Tire gauge Weather-master

IV. COMPOSITION OF WATER

Questions

Fill in the blanks with the missing words.

1. ____________ and ____________ are the two elements that make up water.

2. The gaseous state of water at 100 degrees C. is called _______________.

3. Hard water does not ___________ easily.

4. Ocean water contains a large amount of ______________.

5. Some minerals that cause water to be considered as being hard are _____________, ________________, and _______________.

V. ATMOSPHERE

Questions

1. What three gases are contained in the atmosphere?
2. What controls the earth's atmosphere?
3. Name five types of clouds and tell what atmosphere conditions they indicate?
4. What is being done in cities today about air pollution?
5. Explain the physical makeup of the atmosphere.

SCIENCE

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
To study water pollution in order to prevent disease and preserve wild life. To show that everything is made up of matter. To teach the sun as the greatest source of energy.	Water pollution	1. Add foreign materials to water 2. Show filmstrips on water pollution and other subject matter	Films and filmstrips Ink Sand

VI. SCIENCE IN EVERYDAY LIFE

Questions

Write the missing words.

1. The parts of the water cycle are __________, ____________

2. When water freezes, it ______________________.

3. Water exists in three forms.___________,____________, and _____________.

4. The _____________ is our greatest source of energy.

5. The three states of matter are _____________, ____________, and _______________.

SCIENCE

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
VII. To teach the conservation and appreciation for natural resources 1. The earth, its size and shape a. The earth's crust and its interior	Earth formation Rocks and minerals Oil and gas Timber Water The origin of minerals	1. Show collection of rocks and minerals 2. Show pictures of prehistoric animals 3. Show films and filmstrips 4. Observe transparencies 5. Show pictures of different trees 6. Bring in carpenter to talk	Filmstrip: "The Earth Is Born" Flat pictures Resource people

VII. NATURAL RESOURCES

Questions

1. Why should we conserve our natural resources?

2. How is water used to make electricity?

3. What kind of tree furnishes most of the lumber in your area?

4. How was oil formed?

5. Name three uses of oil?

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
VIII. To develop a basic introduction of electricity and magnetisms	1. What is electricity? Terminology Circuits Parallel	1. Maintains vocabulary notebook 2. Help students make parallel and series circuits	Vocabulary list
Students will understand the uses of connections (parallels and series)	Connections Amphere Volts Resistance (Ohms)	3. Have demonstration of parallel and series circuits. (Christmas lights)	
To show in which direction the current flows To teach the major parts of the motor	Positive and negative Motors and Generators		
	Conductors, Nonconductors, and Insolators	4. Connect storage cells for each connection	Dry cells, copper wire, Volt meters
		5. The use of the compass	Compass
		6. Explain the uses of the major parts of a motor. Show transparencies.	
		7. Test for the conductivity of material with volt meter	Overhead projector, trans= parencies, films, and filmstrips

VIII. ELECTRICITY & MAGNETISM

Questions

1. What are the causes and effects of magnetism?

2. Name two uses of current electricity.

3. How is electricity used in communications?

4. Name six electrical appliances.

5. Name two kinds of electricity.

IX. SIMPLE MACHINES

Questions

1. Name six simple machines.

2. What is the physical advantage of using a pulley?

3. A simple machine consisting of a rigid bar free to turn or pivot on a central point or fulcrum is a ________________. (lever)

4. What is a pulley machine?

5. What is a wedge machine?

SCIENCE

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
IX. To teach the basic principals of the six simple machines as related to everyday activities	Simple machines 1. Lever 2. Inclined plane 3. Pulley 4. Wheel and axle 5. Wedge 6. Screw	Demonstrate advantage gained by using certain machines	Vocabulary Lever Inclined plane Pulley Wheel Axle Wedge Screw Films and filmstrips
X. To show the needs of human body for maximum growth.	Basic Structure 1. Nervous system 2. Circulatory system 3. Digestive system 4. Respiratory system 5. Body framework	1. Show transparencies of the human body 2. Teach students the organs that function in each system. 3. Collect newspaper clippings of medical, science achievements	1. Transparencies on the human skeleton 2. Plastic put-together skeleton 3. Newspapers 4. Magazines

LESSON PLAN IN SCIENCE

Objective

I. Major Systems of the Body

1. Circulatory system
2. Digestive system
3. Respiratory system
4. Nervous system

1. The circulatory system is the blood's transportation system. Plasma makes up the largest portion of the blood.

   Vocabulary
   a. platelets
   b. hemoglobin
   c. corpuscles
   d. plasm
   e. capillaries
   f. artery
   g. veins

2. The digestive system is the process of changing food into usable energy. Digestion begins as food enters the mouth. From the mouth, food passes through the esophagus into the stomach onto the small intestine and large intestine and finally excreted from the body.

   Vocabulary
   a. duodenum
   b. enzymes
   c. alimentary canal
   d. esophagus
   e. salivary
   f. saliva
   g. gastric
   h. trachea

3. The respiratory system consists of the lungs and tubes that connect it with outside air, etc.

   Vocabulary
   a. mucus
   b. trachea
   c. exhale
   d. diaphragm
   e. bronchial
   f. larynx
   g. cilia
   h. inhale
   i. lungs

4. The nervous system supplies the human body with its communications; sight, touch, balance, and control.

    a. The eye is the most often used in the nervous system.
    b. Explain the diseases of the eye.
    c. Explain how messages are transferred to the brain from the eye. (Sight is the most important of your five senses.)
    d. The ear carries vibration to the brain.
    e. Explain the physical makeup of the ear. Show diaghram.

    Vocabulary
    a. Equilibrium
    b. vibration
    c. cochlea
    d. fibrous
    e. eustacian
    f. auricle
    g. pupil
    h. cornea
    i. astigmatism
    j. brain
    k. retina
    l. lens
    m. spinal cord
    n. sensory

TEST:
70% of the class will be able to answer at least two of the four questions.

1. Explain the function of the following:
    a. Respiratory system
    b. Circulatory system
    c. Digestive system
    d. Nervous system

HEALTH

A basic introduction to health applicable to the daily needs of the adult is essential to Adult Basic Education. The purpose of this health guide is to aid the teacher in providing the student with the opportunity to learn these principles. The teacher may feel free to apply these minimums to any of the levels. Instruction may be expanded both in depth and scope according to the needs and desires of the particular class. Example activities have been suggested to enrich the subject matter. Tools and materials listed may be supplemented. Evaluation by teachers using this guide will be greatly appreciated.

HEALTH CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	MATERIALS
OVERVIEW The student is able to practice the requirements of good health habits.			
I. The student is able to practice the requirements of good health habits.	A. Cleanliness 1. Hair 2. Nails 3. Proper bath 4. Halitosis	Discuss illustrated pictures of well-groomed and not well-groomed people	Publications Opaque projector Overhead Flash cards Projector Films Filmstrips Flannel Board Tape recorder Radio Television Chalk Board Charts Lectures From community resources Bulletin board Textbooks
	B. Clothing 1. Washing 2. Ironing 3. Proper clothing	Bring soap boxes to class and read and compare instructions. Test power of detergent by putting one teaspoon of soap in a pint container half-filled with water, a small piece of cloth or colored material to test color, shrinkage, and cleanliness.	
	C. Environmental 1. House 2. Yard 3. Disposal of garbage 4. Pest control	Sponsor a beautification project and engage a community agency willing to evaluate the results. Study local pests.	

HEALTH CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	MATERIALS
		Through magnifying glass and create class discussion on the harmful aspects Field trips for day classes through city sanitation and water plants	
II. The student is able to learn the requirements of the Basic Four foods groups so as to maintain good nutrition.	A. Balanced diet 1. milk 2. meat 3. vegetables and fruits 4. bread and cereal groups	Arrange a display of four basic foods on bulletin board. Let student place picture under correct group. Discussion of nutrients 1. proteins 2. carbohydrates 3. fats 4. minerals 5. vitamins	
	B. Proper food preparation 1. meat properly cooked 2. vegetables and proper timing 3. food preparation a. canning b. freezing 4. recognition of spoiled food	Teacher will illustrate with filmstrip or transparencies the proper cooking and timing of meats and vegetables.	

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
	C. Supplementary vitamins and minerals	Class discussion about the supplementary vitamins are needed including the work of vitamins and minerals.	
	D. Food for special diets 1. convalescent people 2. children 3. elderly people 4. dietary deficiency	Use government pamphlets for illustration and discussion	
III. At least 70% of the students will answer correctly seven out of ten questions about structure and care of the eye	A. Structure 1. lens 2. pupil 3. retina 4. optic nerve 5. choroid 6. iris B. Prescription lens only C. Regular check-ups D. Proper lighting E. Television F. Protection from foreign particles	Allow students to identify parts of the eye from model or chart	

CONCEPTS & OJJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
IV. At least 70% of the students will answer correctly a minimum of seven out of ten questions on the structure and care of the teeth	A. Structure 1. crown 2. enamel 3. cementum 4. neck 5. root 6. nerve 7. pulp cavity 8. dentine 9. root canal 10. cuspid 11. molars 12. incissors B. Proper brushing C. Dental check-up D. Diseases of the teeth and gums E. Proper use of teeth 1. natural 2. artificial	Allow students to identify from visual aids the structure of the teeth Obtain from local dentist free samples if possible of toothpaste and toothbrushes to supplement visual instruction	
V. At least 70% of the students will answer correctly a minumum of seven out of ten questions on the structure and care of the ear.	A. Structure 1. outer a. pinna b. ear drum c. auditory canal 2. Middle a. eustachian tube b. bones 1.anvil 2.hammer 3.stirrup 3. Inner a. spiral-shaped cochlea (hearing) b. semi-circular canals (equilibrium) c. auditory nerve B. Cleanliness C. Avoid use of foreign objects in ears	Repeat above procedures Test distance of individual sound perception by using a wristwatch or yardstick	

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
	D. Pressures 1. water 2. air 3. vibrations		
VI. At least 70% of the students will answer correctly a minumum of seven out of ten questions on the structure and care of the feet.	A. Structure 1. bones 2. toes 3. heels 4. arches 5. tendons B. Cleanliness C. Proper shoes and socks D. Pedicures E. Corns and bunions F. Barefeet (infections)	Stand on your bare foot and draw around it. Put your shoe on that foot and draw around your shoe. Cut out both drawings and place one on top of the other. What do these drawings tell you? Write an expository paragraph about your observations.	

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
VII. At least 75% of the students will recognize the structure, function, and early signs of skin problems, and be able to answer correctly seven out of ten matching items.	A. Structure 1. epidermis 2. dermis 3. hair 4. pigmented cells 5. glands	Have students identify the basic parts of the skin from visual aids.	
	B. Function 1. elimination of body wastes 2. protection 3. regulation of body heat 4. sense of touch	List the basic functions of the skin.	
	C. Care 1. cleanliness 2. infections 3. allergies 4. growths	Advise students to seek medical help for skin problems	
VIII. All students will be able to name and explain at least 70% of the preventive measures for good health as listed.	A. Innoculations 1. measles 2. polio 3. mumps 4. diptheria 5. small pox 6. tetanus 7. whooping cough 8. colds and flu		
	B. Periodical check-ups 1. cancer 2. tuberculosis 3. laboratory tests 4. venereal diseases		

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
	C. Superstitions 1. old wives tales 2. home remedies (good and bad) 3. quacks D. Prescriptions 1. patent medicines 2. other people's medicines	Collect advertisements concerning health cures and treatments and try to evaluate them. Have students to become familiar with these words: quarantine, isolation, disinfection, germicide, antiseptic, and disinfectant	
IX. The students must be taught to recognize and eliminate the health hazards in his environment	A. Household products 1. reading labels and directions 2. storage 3. identify dangerous symbols 4. misuse of drugs and medicines 5. proper use of inflammables a. gasoline b. aerosols and sprays c. kerosene proper lighting and fumes d. natural gas e. spontaneous combustion f. turpentine		
	6. electrical appliances a. short circuits b. defective wiring c. overloading circuits d. water and electrical appliances	Have students bring many kinds of labels to class. Identify danger symbols to non-readers. Identify antidotes to students.	

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
	B. Water dangers 1. swimming 2. boating 3. fishing 4. water purification 5. warnings to children C. Household pets 1. dogs (rabies) 2. cats (ringworms) 3. rabbits (encephalitis) D. Occupational dangers 1. tools 2. machinery	Bring publications to class for discussion concerning health hazards. Let students make right way and wrong way posters concerning the hazards of electricity, water, and fire.	
X. The student is able to locate and use the health services available in his community to satisfy the needs of his family.	A. Local agencies 1. Federal 2. State 3. City 4. Private B. Medical self-help 1. emergency childbirth 2. prenatal care 3. well-baby clinic 4. first aid		
	C. Mental disorders 1. declining interest in people and activities 2. prolonged irritability and restlessness 3. inability to sleep soundly 4. tendency to find fault with people	Discuss how mental pressures affect your well-being Make a list of items including advertisements in newspapers and magazines, radio and television, that stress weight control and physical improvement	

CONCEPTS & OBJECTIVES	SUBJECT MATTER	ACTIVITIES STUDENT & TEACHER	PROCEDURES & MATERIALS
	5. increased use of profanity, or abusive language, growing fondness of alcohol, tobacco, abuse of drugs, etc. 6. frequent headaches 7. excessive fatigue, dizzy spells D. Mental health 1. knowledge of self 2. acceptance of self 3. being self 4. respect others 5. help others 6. living within your means 7. recreation 8. budget your time 9. avoid bottling up your feelings 10. adequate sleep 11. put first things first 12. sense of security 13. sense of humor 14. self-confident E. Physical fitness 1. daily exercise 2. weight control		

OCCUPATIONAL AND EDUCATIONAL OPPORTUNITIES

The information presented herewith is intended to be suggestive to the teacher as a guide for instruction in Adult Basic Education classes. Every student will not need to accomplish every objective listed, consequently, each activity is not to be considered as a topical outline to be followed; but rather as a compilation of ideas and teaching techniques by which certain objectives may be accomplished.

The imaginative teacher will adapt any thought presented to his own classroom use and utilize additional activities that serve to enhance his instructional program toward student learning.

It is suggested that this entire publication be used as a teacher's handbook wherein notes and information be written in the margin and additional sheets be inserted to formulate a compilation useful to the teacher.

It is of utmost importance that the teacher familiarize himself with the contents and supplementary materials. Also note that the desired outcome of one objective and its activities may be utilized to accomplish other goals.

OCCUPATIONAL AND EDUCATIONAL OPPORTUNITIES

GOAL: To develop the adult so that he may become a participating member of society by upgrading his employment opportunities and raising his general education level to a point where he can participate in vocational and occupational training programs.

OBJECTIVES	ACTIVITIES	MATERIALS
I. To acquaint the student with job opportunities available.	A. Read and discuss availability of work through newspaper want ads. B. Familiarize student with use of the yellow pages. 1. Make list of firms in specific job categories. 2. Make list of employment agencies. C. Contacting employment agency D. Contacting personnel agencies E. Have students view films followed by self-evaluation. F. Bring in surrounding community resource people G. Using printed materials to describe jobs H. Acquaint student with Civil Service information by inviting a speaker. I. Introduce labor legislation by bringing in local labor consultants. J. Emphasize man-to-man communication by having student describe his job.	Newspaper Telephone directory Teletrainer Magazines Films Books Booklets Pamphlets Folders
II. To stress the importance of good work habits.	A. Care of Tools and Equipment 1. Take inventory of tools and equipment 2. Discuss proper use of tools and equipment B. Self Control 1. Discuss the importance a pleasant smile 2. Exemplify good manners a. Use a pleasant tone of voice	Paper Pencil Toothbrush Toothpaste Comb Soap Towel Poster board Cut-outs Colors Scissors

OBJECTIVES

ACTIVITIES

a Be courteous and business-like.
3. Use role playing to show advantages of self control

C. Good Health Habits
1. Have students make a list of good health habits while at work
2. Make posters illustrating safety precautions and/or healthy working conditions.

D. Acceptance of Constructive Criticism
1. Use role playing to show pleasantness
2. Discuss responsibility of supervisor

E. Safety Programs
1. Discuss how to prevent fires
2. Discuss safety precautions
3. Attend safety meetings

F. Honesty
1. Have each student write simple rules of honesty
2. Write sayings about honesty
3. Tell stories about honesty

G. Punctuality
1. Discuss why one should be at work on time
2. Use role playing to emphasize punctuality

H. Regular Attendance
1. Have students list advantages of being at work everyday
2. Discuss sick-leave policies
3. Discuss advantages of regular attendance

I. Getting Along with people
1. Use role playing to demonstrate personality traits and pleasant attitude.
2. Discuss reasons attending company social functions

J. Personal Appearance
1. Show examples of cleanliness

MATERIALS

Glue
Books
Alarm Clock
Car
(pictures)
Bus
(pictures)
Road map
Recipes
Patterns
Sewing
Machine
(picture)
Spoons
Cups
Deposit
Slips

OBJECTIVES	ACTIVITIES	MATERIALS
	2 Write a paragraph or story on "The effect of Personal Appearance" 3. Invite a resource person to discuss and demonstrate "The Importance of Personal Appearance"	
	K. Ability to Follow Directions 1. Read a road map 2. Discuss a favorite recipe 3. Study pattern instructions 4. Discuss the importance of following directions	
f	L. Conservation and Economy 1. Discuss " How to Save" 2 Write original poems about saving 3. Discuss the following: a. Making a budget b. Buying on terms c. Making out deposit slips	
	M. Demonstration of Interest and Enthusiasm 1. Write a story on "Why I Enrolled in ABE" 2. Discuss the topic "How Will It Help Me?"	
	N Compliance With Company Policy 1 Learn company rules at place of employment 2 Practice company policies on the job	
III. To make participant aware of qualifications for different jobs.	A. Discuss requirements such as age limit. health. physical clothing, tools and equipment citizenship. and social security. B. Have each student to make and compare a list of past. present and future job qualifications C. Make field trips when possible observe job activities and follow with discussion on job qualifications D. Invite resource person to discuss personal appearance when applying for a job	Sample job application forms Sample health card special clothing catalogues pictures showing tools and equipment. books dealing with citizenship. Sample special licences

OBJECTIVES	ACTIVITIES	MATERIALS
IV. To provide practice sessions to prepare students for job interviews	A. Set up a make-shift with employer and employee 1. Practice the greeting or salutation 2 Practice using the name of an employer 3. Attain a pleasant facial expression 4. Practice good posture in walking and sitting 5. Listen attentively 6. Supply information readily 7. Practice the handshake and saying "Thank you" B. Record the interview and play back 1. Have students listen for mistakes and make corrections 2. Correct gramatical errors using oral discussions	Desk and chair for employer Chair for prospective employee Sample application form Tape recorder pencils and writing tablets Books Pamphlets
V. To teach the student a vocabulary that is pertinent to specific job applications.	A. Compile technical word lists B. Let each student describe his own job before the class C. Bring in personnel from local industry D. Identify and give uses of specific tools and equipment E. Record voice on tape recorder and play back for individual correction	Brochures from local industry Tape recorder Films Overhead projector Dictionary of Occupational terms
VI. To provide practice in filling out application. employment, and other miscellaneous forms.	A. Practice filling out the following forms: 1. Withholding 2 Application and other employment 3 School registration 4. Alien registration 5. Income tax B Have student check work with correct sample forms	Withholding forms Checks and bank deposit slips School registration forms Alien registration forms Income tax forms Social Security forms Income Tax Computation Booklet

OBJECTIVES	ACTIVITIES	MATERIALS
VII. To give the students practice in taking industry type tests.	A. Discuss terminology and procedure of taking tests B Seek information concerning testing date place and time C. Have students take follow-up test D. Correct and explain errors made on test E. Have students take sample tests F. Give timed or speed exercises on assimilating or associating objects and figures G. Give additional practice on marking answer sheet using teacher-devised test H. Listen to representatives of testing department and ask questions I. View films or filmstrips concerning testing	Brochures Sample tests Geometric objects Geometric figures Films Filmstrips Paper Pencils Books Games Pamphlets Projectors Tables Slides Transparencies
VIII. To make the student aware of agencies which can help him obtain employment.	A. Have students compile a list of available agencies and their locations. and discuss their special functions B. Visit agencies when possible either individually or in groups. and discuss how the agency can directly help the student C. Invite resource personnel to speak to the class 1. Have each student write a paper comparing the possibilities of the job described with his present job 2. Have the students to orally assess the good and bad points of their present jobs	Paper and pencil Pamphlets and brochures furnished by: Private employment agencies personnel offices of private firms and industries office of Economic Opportunity Civil Service
IX. To make the student aware of vocational occupational. and educational training programs and to	A. Invite federal officials to discuss the subsidized programs B. Invite public school officials to discuss programs for continuing education C. Have students make a list of local private schools offering training.	Dictionary of Occupational Titles Manpower Research Bulletin

OBJECTIVES	ACTIVITIES	MATERIALS
acquaint him with the specific qualifications necessary to enter each of the training programs	D. Have class formulate a list of on-the-job training programs in the area. 1 Post list on bulletin board 2. Discuss qualifications	Occupational Outlook Bulletin Apprenticeship Labor Review Monthly Labor Review Area Labor Market Trends The Handbook on Women Workers Small Business Bulletin
	E. Have as many resource people as possible who are in different occupations to discuss the qualifications of the various occupations	
	F. Have students draw up a list of occupations in which they are interested	
	G. Discuss and compare retirement benefits and other benefits on various jobs	
	H. List and discuss how technical changes create new industries and cut out other jobs	
	I. Discuss how legislation brings about new jobs	
	J. Discuss the availability of various jobs which are related to special groups, such as women, the physically handicapped, youth, and older people.	
	K. Discuss the importance of economic fluctuations that recur each year as a result of seasonal changes	
	L. Show films on various occupations and follow by discussion	
X. To prepare the students for the G. E. D. test and to provide incentives for continuing educational processes.	A. Make available and use sample materials covering all five areas of G. E. D test	Certificates Books: High School Equivalency Diploma Tests They Served America Carol Hoff
	B. Invite resource person to discuss student loans and scholarships and follow by question and answer session	
	C. Award certificates at the end of the year	
	D. Have students make either oral or written reports on success stories	

OBJECTIVES	ACTIVITIES	MATERIALS
XI. To acquaint each student with the idea of self-employment.	A. Utilize Internal Revenue Service personnel to assist with records and reports used in business. B. Secure assistance of rep- representatives from Small Business Bureau. C. Bring in Texas Employment Commission personnel for question and answer session D. Set up a simple bookeeping record system showing how income and expenditures can be kept E. Invite an individual who has experienced operation of this type of self-employment to discuss relevant problems and to answer questions F. Secure other miscellaneous sample forms dealing with either local, state, or national rules and regulations, and practice using them. G. Arrange for financial assistance by interview with local bank officials. Use role playing in class prior to seeing bank officials. H. Utilizy short training courses abailable in community to enable the student to perform specialized skills which may be coupled with A B E instruction as preparation for self-employment. egl, fly-tying and plug-making for fishermen, gift wrapping, interior decoration, cake decorating, and floral arrangement. I. Plan how to be self-employed by listing as many things to do as possible before starting the operation, then make a list of things to be done after the work begins. J. Make a list of firms that carry supplies you need by referring to the yellow pages.	Internal Revenue Kit Small Business Bureau Bulletins Sample bookkeeping forms Miscellaneous sample forms Brochures Telephone directory

OBJECTIVES	ACTIVITIES	MATERIALS
	K. Use Better Business Bureau or Chamber of Commerce representatives to discuss sound business principles, how to avoid becoming victim of business schemes, and "immediate cash" or "get-rich-quick" ideas.	
XII. To inform employer about enrollment and progress in A B E program at student's request.	A. Determine whether or not student wishes to have employer notified of his enrollment in A B E program.	
	B. Prepare a litter of notification and discuss it with student before it is mailed to employer.	
	C. Supply information to employer as requested by him—following student's enrollment in the program.	

Foreword

The purpose of this guide is to help the Adult Basic Education teacher to plan her lesson plans.

This guide has been developed by teachers who have had experience in teaching adults. It represents information gathered from teachers teaching in all the different sections of the state of Texas.

The guide is of no value if a teacher sticks to it in its entirety. The guide will not take the place of a teacher. The teacher should continue to supplement the ideas presented in this guide with those that will work better.

The program is outlined in a certain form; however, a student should not be taught a concept that he already knows, as this would be a waste of time for the student. Instead, the teacher should prepare so as to challenge the individual student. Student grouping must definitely be considered.

Last of all, teachers must remember that most adults attend school to learn something that they have never learned before.

SUGGESTED MATERIALS FOR ADULT BASIC EDUCATION

The following list was compiled from information provided by publishers. Materials listed for Intermediate (Level II) may be effective for either Basic (Level I) or Upper (Level III) in some classes. This list is not complete.

Channing L. Bete, Company, Inc.
    What Everyone Should Know About the "New Math"
    What Everyone Should Know About Mathematical Sets
    About Numeration Systems and "Place Value"
    About 6 Basic Principles of Mathematics
    What Everyone Should Know About Factoring
    What Everyone Should Know About Vectors

Follett Publishing Company
    Figure It Out, Book I
    Figure It Out, Book II
    Systems For Success, Book I
    Systems For Success, Book II

Regents Publishing Company
    Blue Book of Mathematics

Steck-Vaughn Company
    Basic Essentials of Math, Part I
    Basic Essentials of Math, Part II

Place Value

Concepts and Objectives	Materials and Vocabulary	Procedure & Activities
Concepts The student should be able to understand the value for each digit of a number	**Materials** place value pocket charts overhead projector and transparencies number line filmstrips and films peg boards money counting frame	Show that numbers is a grouping process Place numbers on peg board by participation Identification of digits with numerals such as 564, 1089, etc Construct a place value chart naming the different place values. Use place value boxes drawn on chalkboard. Use concrete objects such as straws, sticks etc. to teach place value. Practice reading and writing numerals (in word forms) as numbers.
Objectives Develop the students understanding of place value. Each place value position is ten times greater than the position to the right. To distinguish between number and numeral.	**Vocabulary** number numerals digit base ones units tens hundreds periods zero place holder value set- sub-set grouping regrouping	

Place Value

Concepts and Objectives	Materials and Vocabulary	Procedure & Activities
To give to the pupil an understanding of place value	Materials Place value charts Overhead projector and transparencies Number line Filmstrips and films Peg Boards Money	Show that numbers is a grouping process. Place number(s) on peg board by participation. Identification of digits with numerals such as 564, 1089, etc. Construct a place value chart - naming the different place values. Use place value boxes drawn on chalkboard. Use concrete objects such as straws, sticks, etc. to teach place value. Practice reading and writing numerals in word forms.
Objectives The student will be able to understand the value for each digit of a number. Each place-value position is ten times greater than the position to the right.	Vocabulary Number Numerals Digit Base Ones Tens Hundreds Value	

Addition

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
To develop skills in addition so that students will be able to use them effectively. Development of the student's ability to solve simple addition problems.	Vocabulary Sum Addend Total Plus(+) Add Binary Communative Associative Cloture Greater than Less than	Teach addition facts. Practice on chalkboard. Make a grocery list from newspaper. Use concrete objects to illustrate addition. Use a number line to show addition. Give seat work. Make cross number puzzles.
Objectives Numbers are added according to their place value such as ones to ones, tens to tens, hundreds to hundreds. Numbers may be added in any order. Adding is a regrouping process. Adding dollars and cents.	Materials Overhead and transparencies Number line Flash cards Films & filmstrips Chalkboard Toy money	

Subtraction

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
To develop the student's ability to solve simple subtraction problems.	Vocabulary Difference Subtract Minus(-) Subtrahend Inverse Minuend Less Remainder	Teach subtraction facts. Practice in subtraction. Making change with regard to money. Make a grocery list. Use concrete objects to illustrate meaning of subtraction facts. Use a number line to show subtraction. Give seat work. Make cross number puzzles.
Objectives Show the student that subtraction is the inverse of addition. The student will be able to understand that in subtraction numbers are subtracted according to their place value such as ones from ones, tens from tens, and hundreds from hundreds. The order of the numbers in subtracting is important. To check subtraction by addition. Subtracting dollars and cents. Subtraction helps to compare two numbers.	Materials Overhead and transparencies Number line Flash cards Films & filmstrips Chalkboard Money	

Multiplication

Concepts and Objectives	Materials and Vocabulary	Procedure & Activities
To develop the student's ability to multiply. Multiplication is repeated addition.	Vocabulary Factors Product Multiplier Multiplicand Multiplication matrix Distributive	Make multiplication tables and charts. Provide flash card drills. Make drawings to develop the concept of multiplying. Use seat work. Make cross number puzzles. Show the meaning of multiplication by a one digit multiplier.
Objectives	Materials	
Show that multiplying is a short way to add. Multiplication is the inverse of division.	Flash card Overhead projector & transparencies Number line Chalkboard Films & filmstrips Multiplication matrix	

Division

Concepts and objectives	Materials and Vocabulary	Procedure and Activities
To develop the student's ability to divide.	Vocabulary	Construct division charts and tables.
Division is repeated subtraction.	Quotient Divisor Dividend Factors Remainder	Use of the chalkboard.
		Use seat work.
		Use of the number line to show divisi
		Make cross number puzzles.
Objectives	Materials	
Division is repeated subtraction.	Overhead projector & transparencies Chalkboard Film and filmstrips Division flash cards	
Multiplication can be used to check division.		
To identify the inverse relationships between division and multiplication.		
To learn the division.		

Multiplication

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concepts To extend and expand the student's understanding of multiplication. Two numbers may be multiplied in either order to give the same product. Multiply the digits in tens place, in hundreds place, or in any place value position, exactly as you multiply ones.	**Material** Chalk board Film strips Overhead projector Multiplication charts	**Procedures** Show films of film strips dealing wit multiplying, using two or more number Stress the point that zero is used to hold the ones-place in a product when multiplying by 10. Show that to multiply by a two digit number, multiply by the ones, then by the tens, and then add the partial product.
Objectives To reinforce through practice the skills involved in multiplication. To teach the student to multiply with two or more numbers. To teach the student to - regroup (carry) in multiplication. To stress the importance of retrouping (carrying) correctly in multiplication and in finding the sums of partial products.	**Vocabulary** Multiplicand Multiplier Product Regroup Factors Distributive Multiplication	**Activities** Make and use flash cards to practice multiplication fac Make a cross numbe puzzles Use problems involving salaries, clothing, and food buying, etc. Make a multiplication chart. Check multiplicati by interchanging the multiplier and multiplicand.

Division

Concepts and Objectives

Concepts

To extend the student's knowledge in working and using division problems.

Using repeated subtraction or multiplication in solving equations involving division.

That multiplication and division are inverse operations.

To make the operation of division meaningful.

To discover weak spots in underlying skills in division and to deal with these faults.

Objectives

To gain speed and accuracy in writing and solving division problems that has two or more divisors.

To show the student division is a short way of sbtraction.

To show how division may by used in solving problems of everyday life.

To discover and deal with specific deficiencies in division: to provide for individual differences through enrichment.

Materials and Vocabulary

Materials

Flash cards
Chalkboard
Division table
Teacher prepared transparencies
Filmstrip & film

Vocabulary

Dividend
Divisor
Quotient
Remainder
Multiple
Divisible
Average

Procedure and Activities

Procedure

Divide the number of tens in the dividend by the number of tens in the divisor to find a trial quotient.

Estimate the quotie before doing the computation for any division.

Show that zero divided by any number other than zero equals zero.

When dividing by a one-digit divisor, you involve the ste of division, multiplication and subtraction.

Activities

Use multiplication table to show division as the inverse operation of multiplication.

Show that when a number is divided, the resulting numbe is always smaller than the original number.

Check division by multiplying the divisor and quotier and adding the remainder.

Use flash cards for practice of divisio facts.

Make a cross number puzzle using divisi facts.

Division (Continued)

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
		Make charts to show steps in working division problems.
		Work problems dealing with averages.

Measurement

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concepts Measuring consists of finding how many times a unit of measure is contained in a quantity. Choose the unit of measure according to the quantity and the precision with which you want to measure.	**Materials** scale ruler thermometer yard stick calendar liquid & dry measures teacher-prepared transparencies film strips & films unit of measure	Have the students estimate the following and check by measuremen a) the length of a page b) the width of the classroom c) the height of teacher's desk d) the weight of a book e) the cups of liquid in a partly filled quart bottle f) the time needed to walk a block g) the present temperature h) a minute of time Give examples of measures used at home. Make Calendar of different months. Write and solve problems using measures.
Objectives To develop an understanding of the various measures by comparing linear, liquid, dry, and measures of weight and time. To teach the meaning of area; to teach the concept of square units. To develop skill in the use of measuring devices and table of measure. Increasing facility in changing measures to larger or smaller units. To learn the abbreviation for words naming units of measure.	**Vocabulary** pounds inches yards feet days month year pints quarts gallons seconds hours minutes weeks ton mile rod circle square lines	

Fractions

Concepts and Objectives	Materials and Vocabulary	Procedures and Activities
Concepts To develop the understanding of changing fractions to higher terms and to lower terms; proper fractions, improper fractions, and mixed numbers; changing improper fractions to whole or mixed numbers; to change whole or mixed numbers to improper fractions.	Materials flannel board fraction line fraction wheel fractional parts fractional disc measuring cup teacher prepared transparencies filmstrips & films ruler yardstick	Procedures Differentiate between proper and improper fractions. Rename mixed fractions as improper fractions. Solve problems involving subtraction and fraction with like and unlike denominators
Objectives To increase facility in reading and writing fractions. To develop skills in the addition and subtraction of fractions a) having like denominators b) having unlike but related denominators c) having unlike and unrelated denominators with no common factor present. To develop skills to reduce a fraction to its lowest term.	Vocabulary fractional number fractional line fraction fractional part improper fraction mixed fraction numerator common denominator lowest term ecnominator fraction with common denominator set	Activities Discuss and write how fractions are useful in daily lif Use drawings and objects to represent fractions. List products that are sold by fractional parts of a standard measure ($\frac{1}{2}$ doz.; $\frac{1}{4}$ lb., etc.) Use measuring cups and spoons to illustrate the practical use of fractions. Illustrate fraction of a dozen with egg cartons. Make a list of fractions in ascending or descending order of value. Draw, shade, or color fractional parts of a whole. Discuss the use of fractions in recipe Identify fractional parts of a given se

Addition and Subtraction of Fractions

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concepts	**Materials**	**Procedure**
To enrich the student's understanding of addition and subtraction of fractions through a total review.	flannel board fraction cut-outs overhead projector transparencies filmstrips and projector records record player tapes tape recorder student-made cut-outs fraction discs flash cards ruler 16 mm projector	Discussion of fractions. Identify the parts. Use-student-made cut-outs Use transparencies. Use filmstrip to summarize.
Objectives	**Vocabulary**	**Activities**
To realize that addition and subtraction of fractions are inverse operations. To provide practice in using addition and subtraction of fractions. To provide number operations that will help the student enrich his daily living.	Numerator Denominator Like and unlike fractions Least common denominator Proper and improper fractions mixed and whole numbers	Use seat work for practice. Provide oral and written work. Make student cut-outs. Encourage discussio and analysing of concepts.

Multiplication and Division of Fractions

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concepts	**Materials**	**Procedure**
Multiplication of fractions is a short way of adding fractions. Multiplication of fractions is the inverse operation of division of fractions. Division of fractions is a short way of subtracting fractions.	flannel board fraction cut-outs transparencies overhead projector filmstrips and projector tapes and tape recorder concrete objects student-made cut-outs fraction discs charts	Discussion of multiplication of fractions. Discussion of division of fractio Use-student-made cut-outs for the discovery method. Use transparencies and charts. Use filmstrip and films.
Objectives	**Vocabulary**	**Activities**
To provide the student with a clear understanding of multiplication and division of fractions. To provide number operations that will help the student enrich his daily living.	Multiplier Multiplicand Product Invert Divisor Dividend Quotient Inverse Reciprocal Factors Cancellation	Use seat work. Use tapes prepared for individual instruction. Work problems at chalkboard. Encourage oral discussions.

Addition and Subtraction of Decimals

Concepts and Objectives

Concept

To extend the sutdent's - concept, maintain computational efficiency, and aid the student in - developing an understanding of why the decimal algorithms perform as they do.

Objectives

To add meaning to our notation system.

To develop an understanding of the meaning of the terms - decimal fraction and decimal numerals.

To develop the proper use of notations as it is related to decimal numerals.

To provide a program by which the student will be able to apply decimals to real life situations.

Materials and Vocabulary

Materials

Place value chart
real money
number line
worksheets
newspaper
transparencies
overhead projector
films and filmstrips
filmstrip projector
16 mm projector
opaque projector

Vocabulary

tenths
hundredths
thousandths
hundred-thousandths
millionths
decimal point
repeating decimal
caret
terminating decimal
annexation

Procedure and Activities

Procedure

Use place value chart.

Use real money.

Use the number line

Use newspaper articles.

Use transparencies.

Activities

Practice reading and writing decimal

Practice the four basic operations with decimal fracti

Write or recite rules for correct placement of decima points in the four operations and demonstrate the ability to apply - the rule in computations.

Change decimal fractions to common fractions.

Practice rounding off decimal fractions to the nearest whole number, tenths, hundredths, etc.

Practice in annexin zeros to the right of the decimal poin

Work problems involving money.

Record decimal fractions outside classroom.

Multiplication and Division of Decimals

Concepts and Objectives | Materials and Vocabulary | Procedure and Activities

Concept

To help the students develop skill in multiplying and dividing decimal numerals.

Objectives

Show that arithmetic with decimal numerals is in full agreement with fractional numerals.

There must be as many digits after the decimal point in the product as there are after the decimal point in both of the factors together.

Decimal equivalents of fractional numerals may always be determined by division. For example 8/12 means 8 divided by 12.

Multiplying both the divisor and dividend by the same number does not change the quotient.

Procedure

Refer to procedure under addition and subtraction of decimals.

Ratio, Proportion and PerCent

Concepts and Objectives

Concepts

Per cent is another way of expressing a fraction or a decimal.

Ratio is the correspondence between the numbers of two sets.

Proportion is an equality between two ratios.

A ratio may be expressed as a fraction and that there are other names **for** ratio.

Objective

To help the student develop his ability to find solutions for problems which involve per cent.

To compare and contrast the concept of decimals, ratio, proportion, and per cent.

To establish equivalencies among decimals, ratio, proportion, and per cent.

Materials and Vocabulary

Materials

number line
tables of equivalencies
charts
chalk & chalkboard
sale advertisements
transparencies
filmstrip and projector
overhead projector

Vocabulary

ratio
proportion
percent
comparison
equivalence
one-to-one correspondence
scale,
extremes
means
rate

Procedure and Activities

Procedure

Make percentage chart for introduction.

Use teacher-made transparencies.

Use concrete object

Show filmstrips.

Use the number line

Display graphs and charts.

Activities

Practice changing decimals to percent and percent to decomals.

Make comparisons of number of students in classrooms, absences, men and women, express as ratios.

Bring clippings of newspapers showing per cent.

Practice writing ratio & translating the meaning thereof

Use per cent to budget weekly allowances.

Make up problems ar puzzles involving ratio, proportion, and per cent.

Use per cent to make a family budget plan.

Insurance

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concept	**Materials**	**Procedure**
Insurance is method of protecting person property. Insurance is a way of saving money. There are different types of insurance policies.	insurance policies charts newspaper clippings showing where insurance companies pay losses tables from policies filmstrips transparencies	Have an insurance agent speak to the class. Discuss an insuranc policy. Use charts to show different rates at different ages. Use tables to show loan value and cash in value.
Objective	**Vocabulary**	**Activities**
To provide the student with a clear understanding of how insurance works for the protection of a person.	insurance endowment policy liability collision comprehension mortality rate maturity date insurability premium grace period cash value cash in value mortgage cancellation life insurance dividends long value	Discuss hospital insurance policy. Discuss endowment plan. Discuss car insurance. Discuss a mortgage plan. Discuss fire, theft storm, etc. insurance. Discuss life insurance.

Taxation

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Under our Democratic form of government, money is collected from the people in the form of taxes. Taxes are used for the purpose of operating our government - local, state, and federal. Some taxes are paid according to an individual's income and others are paid on an equality basis (such as sales tax, auto tax)	**Materials** variety of income tax forms tax tables withholding tax forms newspaper dlippings tax stamps charts materials provided by Internal Revenue films & filmstrips opaque projector	**Procedure** Discuss the history of taxation(brief) Use transparencies to explain different kinds of taxes. Use charts to explai sources of revenue and expenditures. Discuss programs financed with taxes.
Objective To provide the student with a program that will make him fully realize why we pay taxes and the benefits that he gets from the government. To understand the different type of taxes that he pays.	**Vocabulary** taxes income tax real estate sales tax gasoline tax personal tax auto tax excise tax per cent corporation tax revenue expenditures	**Activities** Fill out W-2 forms. Fill out forms 1040 and 1040A.

Interest

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concepts Interest is rent on money borrowed by an individual. Interest is money paid by financial institutions to individuals who invest (save) their money.	**Materials** promissory notes contracts for installment buying government bonds Consumer Guide Consumer—Reports interest-rate tables transparencies filmstrip & projector opaque projector	**Procedure** Discuss interest Use blank contract to illustrate. Use interest-rate tables. Illustrate by using transparencies. Use opaque projecto
Objectives To provide a program by which the sutdent will be able to understand interest as it pertains to installment buying, borrowing money, etc. To provide a program by which the student will understand that banks and other financial institutions pay interest to an individual who invests his money with them.	**Vocabulary** rate interest time contract promissory note principal installment date of maturity terms investment collateral	**Activities** Fill out contracts. Conduct discussion on interest. Examine government bonds. Fill out bank deposit slips. Fill out promissory notes.

Measurement

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concept To help the student understand the nature of measure, approximation, accuracy, and precision. Measuring consists of finding how many times a unit of measure is contained in a quantity. Measurement may be direct or indirect. Measurement is always approximate.	**Materials** yard stick ruler flannel board containers (such as pints, quarts, etc) thermometer compass measuring tape geometric objects perimeter board projectors	**Procedure** Discussion of the various measurement Teacher-prepared transparencies. Illustrate by using charts. Use containers for demonstrations. Use filmstrips and films. Use table of measurements.
Objectives To recognize that measurements are arbitrary tools. To learn standard tables of measurement. To solve problem with measurement using the four operations. To rename larger units of measure in terms of smaller units and vice-versa to facilitate problem solving.	**Vocabulary** approximation accuracy precision altitude diameter circumference plane base any word from a table of measurements - that is not understood by the student.	**Activities** Change one measurement to another by using containers. Measure objects in the classroom. Use seat work. Encourage discussio Measure body temperature.

Geometry

Concepts and Objectives	Materials and Vocabulary	Procedure and Activities
Concept Plane geometry is primarily concerned with the patterns evident in two dimensions (space) and with the abstractions (generalization) surrounding these patterns.	**Materials** compass ruler protractor flannel board charts illustrating various geometric shapes transparencies films & filmstrips projectors	**Procedures** Identify geometric objects in the room Draw geometric - figures on chalkboard or overhead projector. Demonstrate units of measure with concrete objects. Teach how to change from one unit of measurement to anot Use transparencies to illustrate. Use flannel board to illustrate.
Objectives To give the student a clear understanding of the terms line, ray, line segment, angle, triangle, and rectangle. To help pupils acquire a clear concept of a plane as a sub-set of the set or all points in space. To provide the students with an informal terminology applicable to the circle(such as radius, diameter, point, and center). To help students - clarify their understanding of the terms perimeter, area, and volume of a geometric figure.	**Vocabulary** cone pyramid cube triangle rectangle square angles cylinder prism base area volume plane radius perimeter polygon pentagon hexagon octagon	**Activities** Have students measure objects in the room. Identify geometric objects in the room Draw geometric figures on paper. Demonstrate units of measure with concrete objects. Measure the degrees of angles. Measure the perimeter, area, volume of other geometric figures.

CITIZENSHIP AND SOCIAL SKILLS

OVERVIEW

Responsible, participating citizenship is one of the primary objectives of A.B.E. We must develop citizens to understand the environment and the society in which they live... have the necessary knowledge to face the conditions of life... and the desire and will to prepare for these conditions, good or bad.

OBJECTIVES

I. To provide the student with information regarding services which he can perform as a citizen.
II. To provide the student with knowledge that will enable him to pass the naturalization test.
III. To provide the opportunity for the student to become aware of how the government works.
IV. To provide the student with information regarding social agencies, their uses and assistances rendered.
V. To provide the student with the opportunity to become familiar with local laws and thus enable him to become less involved in violations thereof.

SUGGESTED PROCEDURE FOR USING THIS GUIDE

1. Read and study objectives thoroughly. This will make teaching of these units more meaningful to the students.

2. Read textbooks and other material.

3. Call guest speakers at least 2 weeks ahead of time.

4. Preview all films before showing to the students.

5. Plan field trips 2 or 3 weeks ahead of time.

6. Collect from materials to be used.

7. Be sure materials and equipment to be used are available.

8. Make use of every opportunity to use mock sessions and panels. Give the students the opportunity to learn by doing.

9. The teacher must persistently and with pleasure lead his group into the adventure of learning.

I. To provide the student with information regarding services which he can perform as a citizen.

A. Concepts, skills, and understandings to be developed.

1. Civic Duties
    - a. Volunteer fireman
    - b. Volunteer policemen
    - c. Recreation leaders
    - d. Jury duty
    - e. Public Office
    - f. Community projects
    - g. Health and welfare

B. Suggested activities

1. Invite the firechief; show fireprevention films, visit fire station, fire drills
2. Invite enforcement officials, organization of traffice patrol
3. Explain trial by jury process; have mock trials, visit court room when possible; show selected films.
4. Scouting; 4-H Clubs; Sports (basket, baseball) Y.M.C.A.; boy's club; youth centers.
5. Discussion of public office (such as councilmen, justice of peace etc; needs, duties and qualifications thereof. Invite mayor, councilmen, Justice of Peace and or other public official.
6. Community Drives (united fund, cancer fund, Salvation Army, Red Cross, etc., beautification of community civil defense.
7. Mosquito control, T.B. control, immunization programs (such as polio vaccine, typhoid etc. sanitation; social diseases, (V.D. etc.); birth control.

II. To provide the student with knowledge that will enable him to pass the naturalization test.

A. Concepts skills and understandings to be developed.

1. How to become an American citizen.

a. naturalization act

(1) why

(2) what

(3) other ways

b. qualifications

(1) knowledge of American history and government

(2) filing for first papers

(3) apply for final papers (5 yrs. later)

(4) swearing allegiance

B. Suggested Activities

1. films, guest speakers, study booklets on immigration, pre-test

III. To provide the opportunity for the student to become aware of how the government works.

A. Concepts skills and understanding to be developed.

1. Types of government
    - a. local
    - b. county
    - c. state
    - d. national
2. Citizens participation
    - a. voting and elections
    - b. holding office
    - c. political parties
    - d. taxation
    - e. jury duty

B. Suggested activities

1. Discuss local government, it's responsibilities and services panel discussion by high school students; invite city officials to discuss problems
2. Discuss how the county government works, arrange a visit to the county courthouse; invite guest speakers.
3. Discuss the three branches of government (state); visit state capitol if possible; discuss the various departments under each of the three branches; visit place of historical interest.
4. Discuss national government, three branches; president's cabinet; mock session of congress, how bill becomes a law; study constitution using film and related materials.

5. Study voting; fill out sample ballot; how the the electorial college works; discuss voting qualifications encourage students to understand party platforms.
6. Discuss rights and qualifications of citizens to hold office.
7. Discuss political parties.
8. Discuss the purpose, collection and use of taxes.
9. Explain and demonstrate jury duty.

IV. To provide the student with information regarding social agencies, their uses and assistances rendered.

A. Concepts, skills and understandings to be developed.

1. Kind of agencies

   a. Social Security

   b. Welfare

   c. Medicare

   d. Employment

   e. Health Clinics

   f. Eleemosynary Institutions

B. Suggested Activities

1. Invite an official from Social Security office; fill out applications forms to obtain Social Security cards; write to Washington for your personal account.

2. Invite welfare agent to discuss benefits.

3. Have a speaker from Medicare to explain the program.

4. Discuss various employment agencies; ask personal managers from industry speak to the student on job qualifications.

5. Ask school or county nurse to speak to the students; discuss nutrition and show charts and films; show films of many diseases; artificial resperation. (Write to Mr. Still, State Health Department, Austin, Texas for the first aid and medical self help kit plus films manual and lesson plans; Programmed instruction on first aid. Invite dental and mental association representatives. (Try to obtain film "That They May Live")

6. Discuss various benefits of Eleemosynary Institutions.

V. To provide the student with the opportunity to become familiar with the local laws, and thus enable him to become less involved in violation thereof.

A. Concepts, skills and understandings to be developed.

1. City charter and ordinances
   - a. police
   - b. fire department
   - c. sanitation
   - d. traffic controls
   - e. zoning
   - f. water department
   - g. transportation
   - h. licenses and franchises
   - i. parks
   - j. libraries
   - k. humane society
   - l. street and maintenance

B. Suggested Activities

1. Study and discuss the city charter and ordinances.
2. Invite personnel from the various city departments to explain how it operates.
3. Take a field trip to the library...simple library instruction.
4. Visit recreation centers.

IDEAS FOR MOTIVATION

1. Play the game of battery to motivate math. If the caller calls out 21 the card should have 3 X 7 or 14 + 7. The caller may call out 3 X 7 then the players card should have 21. This game helps the student learn the multiplication tables.

2. The "How to Do ______" game. The student should attempt to explain how to do a certain chore. This stimulates student to think out and explain what to do. Whenever they stumble over a certain word let him use the Spanish word for it and out of this situation the English equivalent comes out. Learning a word this way makes a greater impression than asking before the class or than looking it up in the dictionary.

3. Issue out merit slips for good performance. Be generous and willing to recognize in this manner the students effort even if at first the effort is wanting.

4. Secure from the local grocer his co-operation to honor "discount slips", these would be issued according to merit and effort and should be of different value. In this manner the sponsor would profit because he will get more business. Other merchants of other lines will also co-operate.

5. Always try to dramatize stories. Ask the assistance of the class to work out the dialogue. All people have a little bit of the "actor" in them.

6. Use the tape recorder to teach vocabulary and pronunciation. Pupils like to talk into a microphone and listen to the play back.

7. Use a ten-ten counting frame to teach numbers.

8. Use able students to help those less able.

9. Use the gym and follow up with a good lesson on the advantages of physical education. Games such as volley ball are very easy to participate in.

10. Issue awards for perfect attendance.

11. Issue certificates for reading a certain number of books. Encourage those reports to be made orally as much as possible.

12. Language is easily learned through singing. This device has proven useful and sets the pupils at ease.

13. Try to secure books on phrases used by the U.S. Dept. of Immigration.

Overview

In order that the students in the Adult Basic Education obtain as many of the communicative skills necessary for whatever endeavor they may pursue, we have chosen materials that we feel will meet the needs of all concerned.

The purpose of this section is to provide suggested objectives content, methods, and materials that will serve as a vehicle whereby we may take the students from where they are and guide them to greater heights in the communicative arts.

GOALS

To enable A. B. E. students to use the English language proficiently in listening speaking reading and writing.

To help the student to develop the listening skills in the English language.

To develop skills in pronunciation enunciation and articulation so that the student will be able to speak and understand with ease

To teach each student to read well enough to utilize those opportunities which he finds that will serve his needs.

To develop and improve skills in printing and writing legibly.

Scope and Sequence Chart

Level I

I. Listening
- Follow directions
- Listening for meaning
- Listening for main ideas
- Listening for correct usage

II. Speaking
- Informal conversation
- Question and answer
- Vocabulary study
- Oral reports
- Group discussions

III. Reading
- Left to right prosession
- Recognition of letters
- Word attack skills
- Vocabulary building
- Locating information
- Comprehension

IV. .Writing
- A. Motor skills
  - 1. Manuscript writing
  - 2. Cursive wirting
- B. Composition
  - 1. Sentence construction
  - 2. Capitalization
  - 3. Punctuation
  - 4. Singular and plural
  - 5. Subject and predicates
  - 6. Verb agreement
  - 7. Three verb tenses
  - 8. Comparison
  - 9. Spelling

Level II

I. Listening
- A. Following directions
- B. Main ideas
- C. Meaning
- D. Usage

II. Speaking
- A. Informal conversation
- B. Vocabulary
- C. Group discussion
- D. Oral reports

III. Reading
- A. Word attack
  - 1. Syllabication
  - 2. Prefixes, suffixes, root words
  - 3. Structural analysis
  - 4. Context
  - 5. Word analysis (phonics)
- B. Vocabulary
- C. Locating information
  - 1. Dictionary
  - 2. Directories
  - 3. Catalogs
  - 4. Maps
  - 5. Graphs and charts
  - 6. Reference materials
- D. Comprehension
- E. Discrimination
  - 1. Tone & mood of writer
  - 2. Quality of expression
  - 3. Inferences and assumptions
  - 4. Tact and opinions
  - 5. Judgments
  - 6. Imagery

IV. Writing
- A. Improvement of cursive writin
- B. Composition
- C. 1. Sentence construction
  - 2. Paragraph development
    - a. Topic sentence
    - b. Supporting details
  - 3. Grammar
    - a. parts of speech
    - b. verb usage
    - c. punctuations
      - 1. commas
      - 2. quotation marks
  - 4. Spelling
    - a. capitalizations
    - b.

Scope and Sequence Charts

Level III

- I. Grammar
    - A. Capitalization
    - B. Punctuation
    - C. Abbreviations

- II. Parts of Speech

- III. The sentence
    - A. Classification
    - B. Structure and
    Sentence improvement

- IV. Dictionary study
    - A. Contraction
    - B. Prefixes
    - C. Suffixes
    - D. Pronunciation
    - E. Synonyms
    - F. Antonyms
    - G. Homonyms
    - H. Definition

- V. Spelling

- VI. Outlining

- VII. Paragraph writing

- VIII. Letter writing

- IX. Listening
    - A. For main ideas
    - B. For meaning
    - C. Following directions
    - D. Develop correct usage
    - E. Differrentiating between levels

- X. Speaking
    - A. Group discussion
    - B. Informal conversation
    - C. Vocabulary study
    - D. Oral reports

- XI. Reading
    - A. Locating information
    - B. Comprehension

Objectives

I. Listening
  A. The student listens in order to follow oral directions proficiently.
  B. The student listens so as to obtain the main idea from an oral source.
  C. The student listens well enough to grasp the meaning of oral communications.
  D. The student listens to develop correct usage well enough to express himself effectively.
  E. The student listens to differentiate between levels of listening.

II. Speaking
  A. The student speaks to share ideas in group discussion
  B. The student speaks to participate easily in informal conversation.
  C. The student speaks to ask and answer questions which increase his fluency in English.
  D. The student speaks to put to service as vocabulary which will fill his needs.
  E. The student speaks to give oral reports which contribute ideas or information.

III. Reading
  A. The student practices left to right progression until it becomes automatic.
  B. The student recognizes the letters of the alphabet.
  C. The student uses various methods of attacking words which are unfamiliar to him.
  D. The student acquires a vocabulary which satisfactorily meets his needs.
  E. The student develops the ability to locate information from a variety of sources.
  F. The student comprehends material which is relevant to his level
  G. The student reads a variety of materials which widen his range of interests and refine his tastes.

IV. Writing
  A. Motor skills
    1. The student learns enough manuscript writing to fill his needs.
    2. The student is able to use cursive writing which is legible.
  B. Composition
    1. The student constructs sentences beginning with the simple and progressing to the more complex.
    2. The student writes paragraphs which express his thoughts [illegible] effectively.
    3. The student learns enough grammar to adequately meet the standards of his level.
  C. The student spells correctly those words required for successful communication.

Instruction to Teachers

Step 1. Read general objectives of ABE program.
Step 2. Read overview of communications section.
Step 3. Read goals of communications section of this guide.
Step 4. Study Scope and Sequence Chart
Step 5. Choose specific objectives to meet your needs and those of your pupils.
Step 6. Locate content area methods activities and materials which will meet your objectives.
Step 7. Plan your lesson in sucy a way that it will affect student behavior, and the results can be measured.

Note: Materials listed in the Level II section of this guide can be adapted for use in Level I and Level III.

Example (Level II)

Goal: The student will read well enough to utilize those opportunities which he finds that will serve his needs.

Specific Objectives: The student develops the ability to locate information from a variety of sources.

Materials: Telephone directories, one copy each for teacher and students or borrowed from telephone company or may be brought by students. Pencils and paper. The telephone company in your community may have films, as well as literature, available on the use of the directory.

Preparation: If you plan to show a film or filmstrip set up your projector in advance if possible Choose and list the activities you plan for your class. Have your own book marked so you will be free to assist your students

When class begins: Open with a discussion of how often we use the telephone. Remind the students that it saves time if they do not need to ask the operator for the number. Ask the student to relate humorous personal experiences in getting the wrong number. Be sure that each student has a telephone directory. Quickly turn through the books, discussing specific sections (emergency numbers, dialing instructions, yellow pages, list of names and numbers, etc). Explain that names and companies are listed in alphabetical order. On the board, list the names of class members and teacher. Ask the class to make a new list showing the order in which these names would appear in the directory. Then ask them to look up these names and write the telephone numbers. (If members of your class do not have telephones you will need to have a list of names ready). Explain about unlisted numbers the information operator abbreviations, etc. Plan with your class future activities on the yellow pages, services of the telephone company etc.

Objectives

A. The student listens in order to follow oral directions proficiently.

B. The student listens as to obtain the main idea from an oral source.

LISTENING

Content	Methods
A. Listening for directions	1. Teacher-directed instruction 2. student-directed instruction 3. Tapes 4. Games

Materials and Activities

Activity:
Set of oral instructions on any of the following matters:
1. bus transportation
2. civil defense information
3. instruction on cooking, sewing, etc.
4. health rules

Materials:
Tape recorder, records
1. Teacher made
2. Commercial
3. Games
    a. "Simon Says"
    b. "Category"

Objective-same as above

Content	Methods
B. Listening for meaning	1. Word meaning through context clue.

Materials and Activities:

Activity:

Teacher reads to class from a familiar source that contains an unfamiliar word whose meaning can be discussed from context. Student tells clue that made the meaning clear.

Objectives

C. The student listens well enough to grasp the meaning of oral communications.

D. The student listens to develop correct usage well enough to express himself effectively.

(Listening)

Content	Methods	Materials and Activities
B. Meaning con't.	1. Listening to passage on tape to determine difference between fact or fiction.	Materials: 1. tape 2. tape recorder
C. Main idea	1. Selecting main idea from an oral source	Materials: 1. radio 2. T.V. 3. story or article read by teacher 4. filmstrip with recording.
D. Correct usage	1. Listening for correct pronunciation	Activity: 1. Call attention to consistency in word patterns 2. Give the correct omitted word in an oral exercise
	2. Listen for correct grammatical usage	Material: Working with words Working with word pattern My Country Steck Vaughn Co.

Objectives

A. The student speaks to participate easily in informal conversation.
B. The student speaks to ask and answer questions which increase his fluency in English.

Content	(Speaking) Methods	Materials
A. Informal conversation	1. Sontaneous conversation from group	Activity: Group interest
	2. Teacher initiated	
B. Question and answer	1. Questions with patterned responses	Example- What is this? This is a book. What color is the book? The book is red.
	2. Questions with reply based on experience or reading	Example- Questions based on reading lesson or actual pupil experience Reader's Digest Skill Builders Language Master and teacher made cards

Objectives

C. The student speaks to put to service a vocabulary which will fill his needs.

D. The student speaks to give oral reports which contribute ideas or information.

Content	(Speaking) Methods	Materials and activities
C. Vocabulary study	1. Association of objects with words 2. Identification 3. Classifying or grouping	Materials: 1. Objects 2. Pictures 3. Filmstrip 4. Film 5. Overhead projector 6. Flash cards (pictures 7. Geometrical shapes Activities: 1. Games (a) Guessing games (b) Matching games (c) Classifying games (d) "Pass word"
D. Oral reports	1. Teacher assigned topics 2. Reports to solve a group problem	Materials: 1. Current events Activities: 1. Relating personal experiences or interests

Objectives

E. The student speaks to share ideas in group discussion.

Content	(Speaking) Methods	Materials
E. Group discussion	1. Assigned topics 2. Discussion of community problems	Materials: 1. Current events 2. Common problems Examples (a) healt and sanitation (b) recreation in the community (c) food price (d) transportatio

Objectives

A. The student practices left to right progression until it becomes automatic.
B. The student recognizes the letters of the alphabet.
C. The student uses various methods of attacking words which are unfamiliar to him/

Content	(Reading) Methods	Materials
A. Left to right progression	1. Show and tell the method of direction	Materials: 1. Charts 2. Chalkboards 3. Books 4. 3M-"Basic Reading" (Transparencies or printed originals)
B. Recognition of letters	1. Present capital and small letters at random	Materials: 1. Flash cards 2. Chalkboards
C. Word attack skills	1. Teach sight vocabulary in context	Materials: 1. Picture with story 2. Flash cards Activities: 1. Matching identical words and phrases 2. Identifying a word on a list called by the teacher
	2. Phonetic analysis (a) Beginning consonant sounds (b) Vowel sounds (1) Long (2) Short (c) Consonant blends	Materials: 1. Flash cards 2. Charts 3. Workbook on basal text 4. Filmstrips 5. Overhead projectors 6. Teacher prepared

materials
- (a) cards
- (b) phonetic wheels
- (c) charts

Activities:
1. Substituting a beginning consonant to make a new word
2. Adding a consonant blend to complete a word
3. Recognizing final sounds in words
4. Writing the missing letter in a word
5. Learning the long and short vowel sound
6. Recognizing silent letters in words
7. Finding small words in big words
8. Recognizing hard and soft sounds

3. Structural analysis
   - (a) Various forms (suffixes and prefixes)
   - (b) Principles of syllabication
   - (c) Open and closed syllables

Activities:
(A) 1. Add suffixes to root of word such as s, ing, ed, er
2. Add prefixes to root words--such as

C 15

re, im
un

(B) 1. Clap syllables in a word according to vowel sounds heard

(C) 1. Teacher prepared exercises that could be discovered through sight
Example
ba-by

2. Closed syllables
Example
com-mon

Objectives

A. The student speaks to participate easily in informal conversation.
B. The student speaks to ask and answer questions which increase his fluency in English.

Content	(Speaking) Methods	Materials
A. Informal conversation	1. Spontaneous conversation from group 2. Teacher--iniated	Activity: Group interest
B. Question and answer	1. Questions with patterned responses.	Example- What is this? This is a book. What color is the book? The book is red.
	2. Questions with reply based on experience or reading	Example- Questions based on reading lesson or actual pupil experiences Reader's Digest Skill Builders Language Master and teacher made cards

Objectives

D. The student acquires a vocabulary which satisfactorily meets his needs.

Content	(Reading) Method	Materials
	4. Context clues	Activities: 1. Read a passage and discover an unknown word through its use
D. Vocabulary building	1. Teach words and meanings which are practical to the student	Activities: 1. Learn practical words submitted by student (a) Words pertaining to job (b) Grocery shopping list (c) Vocabulary used in job and other application forms (d) unfamiliar words taken from newspaper

Objectives

D. The student develops the ability to locate information from a variety of sources.

(Reading)

Content	Method	Materials
E. Locating information.	1. Use of the Dictionary. 2. Use of telephone directory.	Activities 1. Arranging words in alphabetical order. 2. To find correct spelling of a word. 3. Use dictionary for translation to English. 4. Use dictionary to find correct pronunciation of words. Materials 1. Dictionaries 2. Telephone Directories 3. Maps 4. Table of Contents

Objectives

F. The student comprehends material which is relevant to his needs.

Content	(Reading) Methods	Materials
F. Comprehension	1. Silent reading for the purpose of answering questions 2. Read to find main ideas 3. Read and re-read to find out and make conclusions	Activities: 1. Organizing material (a) Sequence of ideas (b) Outline 2. Workbook exercises 3. Discussions 4. Reporting Materials: 1. Textbook 2. Workbooks 3. Transparencies

Objectives

IV. Writing
- A. Motor skills
  - 1. The student learns enough manuscript writing to fill his needs.
  - 2. The student is able to use cursive writing which is legible.

Content	(Writing) Methods	Materials
1. Manuscript writing	1. Mechanical procedure (a) Correct posture (b) Correct hand position 2. Learn the basic strokes, curves, lines, alignment, size, spacing---	**Materials:** 1. Paper, pencil, board, chalk 2. Writing textbook 3. Workbook **Activities:** 1. Practice on board 2. Practice on paper
2. Cursive writing	1. Learning basic writing strokes 2. Learning to form and connect letters 3. Improving legibility of cursive writing	**Activities:** 1. Drill and practice on formation of letters 2. Writing one's name 3. Writing words 4. Writing sentences 5. Writing checks

Objectives

D. Composition

1. The student constructs sentences beginning with the simple and progressing to the more complex.

(Composition)

Content	Methods	Materials
1. Sentence construction	1. Show or present a simple sentence pattern 2. Motivate sentence construction by use of meaningful pictures 3. Use vocabulary or spelling to construct sentences	Activities: 1. Have students construct sentences following a pattern 2. Have students construct sentences to describe a picture 3. Have stustruct sentences using new vocabulary words 4. Unscramble words to construct sentences 5. Have the student complete sentences by filling in the missing word or words Materials: 1. Picture books 2. Work books 3. Sentence strips 4. Commercial games

Objectives

2. The student learns enough grammar to adequately meet the standards of his level

(Composition)

Content	Methods	Materials
a. Capitalization	1. Teach that names of people and places must be capitalized 2. Teach that all sentences begin with capital letters 3. The word "I" is always capitalized 4. The days of the week and months of the year are capitalized	Activities: 1. Teach simple rules, then follow up with an exercise to reinforce learning Materials: 1. Workbooks 2. Charts 3. Filmstrips 4. Textbook
b. Punctuation	1. Teach use of period, question mark, exclamation point 2. Teach use of comma	Activities 1. Teach rules, then follow up with an exercise to reinforce learning Materials: 1. Workbooks 2. Filmstrips 3. Teacher-made exercises 4. Charts 5. Magnetic board
c. Singular and plurals	1. Teach singular nouns, then make plurals by adding s and es 2. Teach the singular and plural verb forms 3. Teach correct agreement between nouns and verbs	Activities: 1. Give list of singular words let student add s to form plural words 2. Give list of words ending in ch - sh - and x and

			have students add es to form plural 3. Do workbook activities such as "filling blanks"
d.	Subject and predicate	1. Matching two parts of a sentence to make it meaningful 2. Show that a sentence must have a name word and an action word	Activities: 1. Print phrases on sentence strips to be put together to make a sentence 2. Filling blank exercises 3. Use of overhead projector Materials: 1. Workbook 2. Sentence strips 3. Transparencies
e.	Three verb tenses	Teach verb tenses as need arises	Activities: 1. When the question of the third person singular arises, conjugate the verb being used, and give examples 2. Introduce other tenses as the need arises
3.	Comparison	1. Teach the er and est forms of comparison 2. Teach irregular forms of comparison	Activities: 1. Have three people stand and teacher says "you are tall, you are

taller and you are the tallest.

2. Examples: Cherry pie is good. Apple pie is better. Pecan pie is best. (Bad-worse-worst)

Objectives

C. The student spells correctly those words required for successful communication.

Content	(Spelling) Methods	Materials
C. Spelling	1. Teach students to listen for sounds in words 2. Teach students that they must know the letters which stand for the sounds 3. Teach the student to look at the words to see if t they are spelled the the way they sound 4. Teach student that some words are not spelled as they sound	Activities: 1. Spelling games such as anagrams, "Scrabble" 2. Crossword puzzles 3. Use of dictionary to check on misspelled words Materials: 1. Textbook 2. Workbook 3. Chalk board 4. Flash cards

Objectives

E. The student develops the ability to locate information from a variety of sources.

Content	(Reading) Methods	Materials
E. Locating information	1. Use of the dictionary 2. Use of telephone directory	Activities: 1. Arranging words in alphabetical order. 2. To find correct spelling of a word 3. Use dictionary for translation to English 4. Use dictionary to find correct pronunciation of words Materials: 1. Dictionaries 2. Telephone directories 3. Maps 4. Table of contents

Objectives

F. The student comprehends material which is relevant to his needs.

Content	(Reading) Method	Materials
F. Conprehension	1. Silent reading for the purpose of answering questions 2. Read to find main ideas 3. Read and re-read to find out and make cnnclusions	Activities: 1. Organizing material (a)Sequence of ideas (b)Outline 2. Workbook exercises 3. Discussions 4. Reporting Materials: 1. Textbook 2. Workbooks 3. Transparencies

Objectives

IV. Writing
  A. Motor Skills
    1. The student learns enough manuscript writing to fill his needs.
    2. The student is able to use cursive writing which is legible.

(Writing)

Content	Methods	Materials
1. Manuscript writing	1. Mechanical procedure (a) Correct posture (b) Correct hand position 2. Learn the basic strokes, curves, lines, alignment, size, spacing---	Materials: 1. Paper, pencil, board, chalk 2. Writing textbook 3. Workbook Activities: 1. Practice on boar 2. Practice on paper
2. Cursive writing	1. Learning basic writing strokes 2. Learning to form and connect letters 3. Improving legibility of cursive writing	Activities: 1. Drill and practice on formation of letters 2. Writing one's name 3. Writing words 4. Writing sentences 5. Writing checks

Objectives

B. Composition

1. The student constructs sentences beginning with the simple and progressing to the more complex.

(Composition)

Content	Methods	Materials
1. Sentence construction	1. Show or present a simple sentence pattern 2. Motivate sentence construction by use of meaningful pictures 3. Use vocabulary or spelling to construct sentences	Activities: 1. Have students construct sentences following a pattern 2. Have students construct sentences to describe a picture 3. Have students construct sentences using new vocabulary words 4. Unscramble words to construct sentences 5. Have the student complete sentences by filling in the missing word or words Materials: 1. Picture books 2. Work books 3. Sentence strips 4. Commercial games

Objectives

2. The student learns enough grammer to adequately meet the standards of his level.

(Composition)

Content	Methods	Materials
a. Capitalization	1. Teach that names of people and places must be capitalized 2. Teach that all sentences begin with capital letters 3. The word "I" is always capitalized 4. The days of the week and months of the year are capitalized	Activities: 1. Teach simple rules, then follow up with an exercise to reinforce learning. Materials: 1. Workbooks 2. Charts 3. Filmstrips 4. Textbook
b. Punctuation	1. Teach use of period, question mark, exclamation point 2. Teach use of comma	Activities: 1. Teach rules, then follow up with an exercise to reinforce learning Materials: 1. Workbooks 2. Filmstrips 3. Teacher-made exercises 4. Charts 5. Magnetic board
c. Singular and plurals	1. Teach singular nouns, then make plurals by adding s and es 2. Teach some singular and plural verb forms 3. Teach correct agreement between nouns and verbs	Activities: 1. Give list of singular words --let student add s to form plural words 2. Give list of words ending in ch- sh- and x and

Objectives

I. Listening
   A. The student listens in order to follow oral directions profic proficiently.
   B. The student listens so as to obtain the main idea from an oral source.
   C. The student listens well enough to grasp the meaning of oral communications.
   D. The student listens to develop correct usage well enough to express himself effectively.

Content	Methods/Activities	Suggested Materials
Following directions	Teacher reads a selection and student fills in workbook exercises	SRA *Listening Skill-Builders* Merrill *Skiltapes*
	Student reads a selection and class follows his oral directions	Barnell-Loft *Specific Skills Series*
	Teacher plays tapes and students follow given instructions	Educational Developmental Laboratories *Listening Tapes*
	Games ("Simon Says")	Teacher-made tapes
	Practical applications (Teacher reads directions from patterns, food containers, etc. and student tells what he is to do)	Filmstrips
Main ideas	Teacher reads selection and student fills in workbook exercises	Barnell-Loft *Specific Skills Series*
	Teacher or student reads orally a selection and students identify main idea (Student writes title for selection)	Scott Foresman *Basic Reading Skills* Newspapers Educational Developmental Laboratories *Study Skills*
	Teacher plays tapes or records and students follow directions for identifying main idea	Filmstrips Teacher-made tapes
	Activity: Students write headlines for short news stories	Scholastic *Scope* material

Objectives

A. The student listens in order to follow oral directions proficiently.
B. The student listens so as to obtain the main idea from an oral source.
C. The student listens well enough to grasp the meaning of oral communications.
D. The student listens to develop correct usage well enough to express himself effectively.

Content	Methods/Activities	Suggested Materials
Meaning	Teacher or student reads orally, and student fills in workbook exercise Teacher plays tape or records and and student tells meaning of selection Teacher shows filmstrip and reads captions. Student tells meaning	Educational Developmental Laboratories Study Skills Charles Merrill Skiltapes Scott Foresman Basic Reading Skills Scholastic Scope material Learn to Read, Write and Spell Series Filmstrips Webster New Practice Readers
Correct usage	Students listen to records, tapes to become familiar with correct usage "Buddy" system Drill	Teacher-made tapes Records Harr-Wagner Spoken English Harr-Wagner Oral Exercises

Level II

Objectives

II. Speaking
- A. The student speaks to share ideas in group discussion
- B. The student speaks to participate easily in informal conversation
- C. The student speaks to put to service a vocabulary which fills his needs
- D. The student speaks to give oral reports which contribute ideas or information

Content	Methods/Activities	Suggested Materials
Informal conversation	Teacher-directed conversation	American Newspaper Publishers Association material
	Student-directed conversation	Follet *Systems for Success*
Vocabulary	Teacher puts vocabulary lesson on tape	Follett *Communication Series*
	Tachistascope	Teacher-made word lists
	Teacher directs oral drill on word meanings	Commercial word lists
	Games	Student-made word lists
	Teacher assigns suitable words and student uses them in sentences	Teacher-made Language Master cards
	Language Master	Commercial Language Master cards
		Tachistascope - with teacher-made or commercial reels
Group discussion	Teacher-directed discussion	Tape recorder and teacher-made tapes
	Student-directed discussion	Materials for background (material will vary according to the situation)
		Rape recorder and student-made tapes

Objectives

II. Speaking
  - A. The student speaks to share ideas in group discussion
  - B. The student speaks to participate easily in informal conversation
  - C. The student speaks to put to service a vocabulary which fills his needs
  - D. The student speaks to give oral reports which contribute ideas or information

Content	Methods/Activities	Suggested Materials
Oral reports	Teacher-assigned oral reports	Tape recorder and teacher-made tapes
	Student-chosen oral reports	Materials for background (material will vary according to the situation)
	Informal oral reports	
	Formal oral reports	Tape recorder and student-made tapes
	Student tapes oral reports for class evaluation	

Objectives

III. Reading
   A. The student uses various methods of attacking unfamiliar words.
   B. The student acquires a vocabulary which satisfactorily meets his needs.
   C. The student develops the ability to locate information from a variety of sources.
   D. The student comprehends material which is relevant to his level.
   E. The student reads a variety of materials which widen his range of interests and refine his tastes.

Content	Methods/Activities	Suggested Materials
Word attack syllabication prefixes - suffixes structural analysis context word analysis (phonetic)	Teacher directs oral drill Teacher directs written drill Student uses flash cards ("buddy" system) Teacher uses charts Student fills in workbook exercises Games (Phonetic Bingo, Word Families)	Mott material Scott Foresman Basic Skills in Reading Merrill Skiltexts Educational Developmental Laboratories Go magazines SRA Word Games Lab. Follett Systems for Success Milton Bradley games Teacher-made games Follett Communications Dalch material Steck Vaughn Phono-Word Wheels
Vocabulary	Teacher directs oral drill Teacher directs written drill Student fills in workbook exercises	Tach X Educational Developmental Laboratories Word Clues Reader's Digest Skill Builders

Objectives

III. Reading

A. The student uses various methods of attacking unfamiliar words.

B. The student acquires a vocabulary which satisfactorily meets his needs.

C. The student develops the ability to locate information from a variety of sources.

D. The student comprehends material which is relevant to his level.

E. The student reads a variety of materials which widen his range of interests and refine his tastes.

Content	Methods/Activities	Suggested Materials
Vocabulary (cont.)	Games ("Anagrams; Junior Scrabble') Students work cross-word puzzles Teacher-directed dictionary activities Teacher puts vocabulary lesson on tape Language - Master with commercial or teacher-made cards Synonym - antonym exercises	Dalch Basic Vocabulary test ANPA material Bruce Basic Life Vocabulary Mott Basic Service Words Teacher-made lists Student-made lists Functional sources (newspapers, magazines, appliance manuals, bill boards) Scholastic Scope materials Merrill Skiltexts Transparencies Tape recorder and teacher-made tapes
Locating information	Teacher-directed dictionary drills and games	Dictionaries

Objectives

III. Reading
  - A. The student uses various methods of attacking unfamiliar words.
  - B. The student acquires a vocabulary which satisfactorily meets his needs.
  - C. The student develops the ability to locate information from a variety of sources.
  - D. The student comprehends material which is relevant to his level.
  - E. The student reads a variety of materials which widen his range of interests and refine his tastes.

Content	Methods/Activities	Suggested Materials
Locating information (cont.)	Students fill in workbook exercises	Barnell-Loft Specific Skills
	Class visits library	Encyclopedias
	Teacher makes library assignments	Maps and globes
	Class becomes familiar with newspaper	Functional sources (telephone directories, newspapers)
	Map and globe activities	ANPA material
Comprehension	Student reads selections and completes comprehension checks	Merrill Skiltexts
	Student summarizes material	Educational Developmental Laboratories Controlled Reader material (Adult Series)
	Student reads and discusses selection	Scott Foresman Basic Reading Skills
	Teacher tapes selection and tests student comprehension	Readers Digest Skill Builders
		Mott material

Objectives

III. Reading
- A. The student uses various methods of attacking unfamiliar words.
- B. The student acquires a vocabulary which satisfactorily meets his needs.
- C. The student develops the ability to locate information from a variety of sources.
- D. The student comprehends material which is relevant to his level.
- E. The student needs a variety of materials which widen his range of interests and refine his tastes.

Content	Methods/Activities	Suggested Materials
Comprehension (cont.)		Educational Developmental Laboratories *Go* magazines Steck Vaughn *Activities for Reading* Tape recorder and teacher-made tapes
Discrimination	Student reads and, with teacher guidance develops ability to recognize tone and mood of writer, quality of expression, inferences and assumptions, distinguish fact and opinion, make judgments	Scott Foresman *Tactics in Reading* Educational Developmental Laboratories *Study Skills* Selections from anthologies
	Student brings to class examples of types of propaganda	Newspapers, magazines ANPA material
	Teacher provides a variety of reading materials and time for free reading	SRA *Pilot Library* Academic paperbacks Webster *Everyreader Series* *Literary Sampler*

Content	Methods/Activities	Suggested Materials
Discrimination (continued)		Springboards Webster New Practice Reader Magazines, newspapers paperback books

Objectives

IV. Writing
  A. Motor skills
    1. The student is able to write legibly
  B. Composition
    1. The student constructs sentences, beginning with the simple and progressing to the more complex.
    2. The student writes paragraphs which express his thoughts correctly.
    3. The student learns enough grammar to adequately meet the standards of his level.

Content	Methods/Activities	Suggested Materials
Improving cursive writing	Student practices	Autokinetic Methods sheets Steck Vaughn Cursive Writing Series Learn to Read, Write, and Spell Series
Composition		
Sentence construction	Students play games	Dalch Sentence Builders
	Teacher and students make experience charts	Teacher-made sentence strips
	Teacher-directed drill (oral or written) - use vocabulary words	Harr-Wagner Exploring English Merrill Building Language Power Serie Economy Guide to Better English Follett Systems for Success Mott material Follett Communications

Level II - Writing (continued)

Content	Methods/Activities	Suggested Materials
Paragraph development Topic sentence Supporting details	Teacher reads examples of good paragraphs and pupils identify topic sentences Student practices writing good paragraphs	Merrill Skiltexts Newspapers Economy Guide to Better English Merrill Design for Reading Follett Success in Language Filmstrips Transparencies
Letters Business Friendly	Teacher shows filmstrips to be followed by class discussion and writing Students write letters with teacher guidance	Posters Transparencies Filmstrips
Grammar Parts of speech Types of sentences Verb usage Punctuation commas quotation marks Capitalization	Oral drill Workbook exercises	Economy Guide to Better English Posters (teacher made or commercial) Harr-Wagner Exploring English Merrill Building Language Power Series Filmstrips Transparencies
Spelling	Student practice	Webster - Dr. Spello

Level II - Writing (continued)

Content	Methods/Activities	Suggested Materials
Spelling (cont.)	"Buddy" system using Language Master	Webster *Word Wheels* SRA *Spelling Lab* EDL *Spelling Series* *Fallett Systems for Success* Tackistoscope using commercial or teacher made reels.
	Teacher puts spelling lesson on tape	Tape recorder and teacher made tapes.
	Games	Follett *Communications*
	Teacher shows filmstrips	Mott materials
	Word analysis for meaning, pronunciation syllabication, and forms	Commercial lists Teacher made lists Pupil made lists Commercial and teacher made games Learn to *Read, Write, and Spell* Series

LEVEL III GRAMMAR

OBJECTIVES

The student learns enough grammar to adequately meet the standards of his level.

CONTENT	METHODS	MATERIALS
I. Grammar A. Capitalization	Workbook Activities List common and proper nouns. Learn basic rules for capitalization.	Language Exercise Green Book Steck Vaughn Co. Austin, Texas pp. 3-5
B. Punctuation	Punctuation usage Drill Book exercise	Language Exercise Green Book Steck Vaughn Co. Austin, Texas p. 12
C. Abbreviations	Use days of the week, months, titles, etc.	
D. Parts of Speech A. Principal 1. noun 2. pronoun 3. verb	Discuss definitions Give examples Oral activities Drill	Language Exercise Green book Steck Vaughn Co. Austin, Texas noun, pronoun, verb pp. 39, 43, 49, 60, 61, and 62 pronoun-- pp. 63-80 verb--pp. 81-96

OBJECTIVES

The student learns enough grammar to adequately meet the standards of his level.

CONTENT	METHODS/ ACTIVITIES	SUGGESTED MATERIALS (See Level II for Additional Material)
B. Modifiers 1. adjective 2. adverbs	Discuss definitions Give examples Oral activities Drill	Language Exercises Steck Vaughn Co. Austin, Texas Green Book pp. 100-106 pp. 107-110
C. Connectives 1. prepositions 2. conjunctions	Discuss definitions Give examples Oral activities Drill	Language Exercises Steck Vaughn Co. Austin, Texas Green Book pp. 50-54
D. Independent 1. Interjection	Discuss definition Give example Oral activities Drill	
	Review Parts of Speech Use different colors of construction paper cut into 3" squares. Let each square represent a part of speech. On additional squares of the same colors, list word that corresponds with each part of speech.	

OBJECTIVES

The student learns enough grammar to adequately meet the standards of his level.

The student constructs sentences, beginning with the simple and progressing to the more complex.

CONTENT	METHODS/ ACTIVITIES	SUGGESTED MATERIALS (See Level II for additional material)
	Recognition of parts of speech	Using Language Rules Steck Vaughn Co. pp. 31-32 Language Book Seven Steck Vaughn Co. pp. 108-109
E. The Sentence 1. Classification a. declarative b. imperative c. interrogative d. exclamatory	Define each kind Explain punctuation for sentence endings. Workbook Exercises Have students identify kinds of sentences from other reading sources	Language Exercises Steck Vaughn Co. Green Book p. 32. Language Exercises Steck Vaughn Co. Green Book pp. 32-33. History books, newspapers, etc.
2. Structure	Review subject and predicate. Use drill activities.	Language Exercises Steck Vaughn Co. Green Book pp. 34-36
a. simple sentence b. compound c. complex d. clause	Define each Give examples. Have students write examples on the board Drill work activities	Language Exercises Green Book Steck Vaughn Co. pp. 37-38 Language Exercises Green Book Steck Vaughn Co. pp. 58-59 Language Book Seven Steck Vaughn Co. p. 111

CONTENT	METHODS/ ACTIVITIES	SUGGESTED MATERIALS (See Level II for additional material)
3. Sentence Improvement	Give short choppy sentences that are closely related and have students improve them by combining them into longer sentences. Combine short choppy sentences by using compound subjects and compound predicate verbs. Choppy sentences may be combined into one effective sentence by using and, or, or but. Show variety of sentence order.	Language Book Seven Steck Vaughn Co. p. 20.

OBJECTIVES

To develop skills in pronunciation, enunciation, and articulation so that the student will be able to speak and understand with ease.

CONTENT	METHODS/ ACTIVITIES	SUGGESTED MATERIALS (See Level II for additional material)
II. Dictionary Study A. Contractions	Show how two words are joined together by omitting a letter or letters. Use an apostrophe (') to show a letter or letters omitted. Drill work.	Language Book Seven Steck Vaughn Co. pp. 34-35
B. Prefixes and Suffixes	Review Introduce new prefixes and suffixes and explain.	The Language Exercises. Green book Steck Vaughn Co. pp. 28-29 The Magic World of Dr. Spello pp. 64-71
C. Pronunciation and definitions	Divide words into syllables. Provide words from famous American documents. Give the origin of words. Drill exercises. Have students bring difficult words to class for discussion.	Language Exercises Steck Vaughn Co. pp. 22-23 Green book Language Exercises Green Book Steck Vaughn Co. pp. 47-49.
D. Synonyms E. Antonyms F. Homonyms	Discuss the meaning of synonyms, antonyms, and homonyms.	Language Exercises Green Book Steck Vaughn Co. pp. 14-21 Language Book Seven Steck Vaughn Co. pp. 51-54

CONTENT	METHODS/ ACTIVITIES	SUGGESTED MATERIALS (See Level II for additional material)
G. Homograph	Introduce homographs as a word spelled like another word, but has a different meaning and a different derivation.	Language Book Eight Steck Vaughn Co. pp. 42-44
III. Spelling	Compile a spelling word list which is applicable to your vicinity. Refer to spelling list of 100 words. Compile a list of words from class reading, science, daily reading, etc.	World Book Encyclopedia

LEVEL III SPEAKING

OBJECTIVES

The student will learn enough grammar to adequately meet the standards of his level.

The student writes paragraphs which express his thoughts effectively.

CONTENT	METHODS/ ACTIVITIES	SUGGESTED MATERIALS (See Level II for additional material)
IV. Outlining A. Kinds of outlines B. Forms	Discuss the purposes of outlines. Outline the main ideas of a short paragraph. Outline a chapter from the American History Book.	Language Book Seven Steck Vaughn pp. 114-115
V. Paragraph Writing A. The Order	Discuss the order of the paragraph. Discuss the topic and summary sentence.	Language Book Seven Steck Vaughn Co. p. 117 Language Book Eight Steck Vaughn Co. p. 132
B. Types of paragraphs 1.explanation 2.description 3.narration 4.conversation	Locate types of paragraphs in reading. Use transitional words to develop better paragraphs. Have them select transitional words from their readings.	Language Book Eight Steck Vaughn Co. pp. 133-137 Language Book Seven Steck Vaughn Co. pp. 117-120.
VI. Letter Writing A. Business letters 1.Parts of a letter 2.Form B. Social letters 1.Parts of a letter 2.Form	Discuss the kinds of letter writing. Show sample of each. Have students write their Congressman. Have them write a friendly letter.	Language Book Seven Steck Vaughn Co. p. 121. Language Exercises Green Book Steck Vaughn Co. pp. 113-116

OBJECTIVES

LEVEL III

The student speaks to share ideas in group discussions.
The student participates easily in informal conversations.
The student puts to service a vocabulary which will fill his needs.
The student speaks to give oral reports which contribute ideas or information.

Content	Methods/Activities	Suggested Materials (See Level II for additional materials)
VIII. Speaking	Student - directed	
A. Informal Conversation	Teacher - directed Teacher plays tapes or records for class discussion	Teacher made or commercial tapes Records
B. Group Discussion	Discuss current events Teacher-guided activities	Newspapers, radios, television programs
C. Vocabulary	Student-directed activities Teacher tapes vocabulary	Teacher made lists Student made list
D. Oral Reports	Oral practice in using newly acquired words. Language master	Teacher-made or commercial cards. (Background material will vary)

OBJECTIVES

LEVEL III

The student listens in order to follow directions proficiently.

The student listens so as to obtain the main idea from oral sources.

The student listens well enough to grasp the meaning of oral communication.

The student listens to develop correct usage well enough to express himself effectively.

The student listens to differentiate between levels of reading.

Content	Methods/Activities	Suggested Materials (See level II for additional materials
VII. Listening A. Following directions	Teacher makes tapes giving directions. Teacher plays commercial tapes. Teacher reads selections and gives oral directions for exercises. Teacher reads directions and students summarize.	Merrill Skiltapes E.D.L. Listening Skills S.R.A. Listening Skills Builders Teacher made tapes Patterns, food containers, tax forms, etc.
B. Main Idea	Students discuss main idea. Teacher tapes selections and student fills in workbook exercises. Students write headlines for short news stories read by the teacher.	Barnell-Loft Specific Skills Series Scott Foresman Basic Reading Skills Webster New Practice Readers E.D.L. Study Skills Filmstrips Scholastic Scope material Learn to Read, Write, & Spell Newspapers
C. Meaning	Teacher or students read orally and student fills in workbook exercises. Teacher reads and asks questions. Teacher plays tapes or records, and students tell meaning.	E.D.L. Study Skills Merrill Skilltapes Scott Foresman Basic Reading Skills Scholastic Scope Material Learn to Read, Write & Spell Series Webster New Practice Reader
D. Usage	Students listen to teacher and each other for usage. Teacher plays tapes and records to familiarize students with correct usage. "Buddy" System - Drill	Teacher madr or commercial tapes. Harr Wagner-Spoken English Harr Wagner-Oral Drill

Content	Methods/Activities	Suggested Materials (See Level II for additional materials)
E. Discrimination	Teacher or student make tapes to show mood, change or emphasis of speaker. Students listen to records and identify mood of speaker.	Teacher made or student made tapes Records

OBJECTIVES

LEVEL III

Reading

The student develops the ability to locate information from a variety of sources.
The student comprehends material which is relevant to his level.
The student reads a variety of materials which widen his range of interests and refine his tastes.

Content	Methods/Activities	Suggested Materials (See level II for additional material)
IX. Reading A. Locating Information	Assign reading from history books, newspapers, etc. Give oral and written reports from reading selections.	American History Book News For You Local newspapers Library Resources
B. Comprehension	Discuss terms in reading Use crossword puzzles Have students use unfamiliar terms in their own creative writing.	

"BRIGHT IDEAS"

Mott Basic Numbers and Money
Scholastic series - Better Buymanship

General

Tape recorders can be used for vocabulary study in any subject matter area.

Language masters can be used individually for vocabulary in any subject areas. Also, it can be used with "buddy system" for spelling words in any subject areas.

Teacher made reels can be used to increase vocabulary in any subject matter area.

If the overhead is fitted with an acetate roll, the student interest can be increased when the student uses this himself to work math problems or write sentences.

Flash cards for student use - "buddy system" - to teach alphabet, based on pictures and letters shown in Laubach Literary materials.

Make a file on local resource people who are willing to speak to the group - bring collections or materials to display.

Math

Use tachistoscope with teacher made or commercial materials.

Make grocery lists and figure costs.

Figure change using bills of different denominations.

Plan a major purchase and use newspaper ads for comparative shopping.

Figure the actual cost of major purchase at a chain store using their interest on time payment plans.

Figure actual interest using examples from:
- Car dealers
- Banks
- Loan companies, etc.
  - Any dealer should be glad to send a representative to explain financing through their businesses.

Materials

Follett Systems for Success
Figure It Out
Fearon Using Dollars and Sense

Field trips as a group

1. School board meeting
2. Newspaper plant
3. Concerts
4. Museums
5. Movies
6. Community governing body
7. Local manufacturing
8. Post Office
9. Hospital

Speakers from:

1. Job placement - T.E.C., private agencies
2. Local government
3. Bar Association
4. Income tax
5. Civil Defense

Suggestions

1. Field trips to movies, museums and community concerts.
2. Create a class library consisting of paperback books contributed by class members.
3. Setting up mock elections in class.
4. Fill voter's registration forms in class.
5. Have students compile a list of welfare agencies.
6. Utilize community resources such as: Doctors, Lawyers, Highway Patrol, Police, Bank President, Ministers, etc.
7. Discuss rules of Parliamentary procedures.
8. Social graces.
9. Set up a system of awards upon graduation.
10. Have representatives of the employment agencies to come and speak to the class on job opportunities, requirements, salary, etc.
11. Dress for different occasions.
12. Plan frequent social functions with class.

Students are able to improve their formal and informal converaation by taping their voices and then listening to the playback of the tapes.

Public Speaking was encoraged by letting the pupils discuss some subject they were interested in. We found that these pupils immediately used all references made available.

COMMUNICATIONS

Suggestions for Workshop

1. Screen speakers more carefully for positive attitudes and for knowledge and experience in ABE field.
2. Arrange for "shop-talk" sessions on techniques.
3. Reserve housing for ABE workshop so participants and the facilities will not be scattered. (This would alleviate crowding in the dining room.)
4. Night sessions would not be objectionable if there was some free time at hours when the bookstores and post office, etc. were open,
5. Materials should be more relevant to our area.
6. Requirements of the agency should be set before the workshop begins.

INTRODUCTION

In-service education programs for teachers are basic and imperative parts of any well-rounded education program. The major objetive of an Adult Basic Education In-service program is to enrich the capabilities of teachers in order for them to provide and meet the needs and challenges encountered in programs of adult education.

Included herein are guidelines that will provide a direction for such a program in the form of objectives and in-service procedures.

IN-SERVICE

The ABE In-service program is designed to provide the opportunity for those persons engaged in the teaching of adults to:

A. Become acquainted with the aims and objectives of the ABE program.

B. Learn the methods and techniques which may be used to achieve thse goals.

C. Develop new devices which may assist teachers in becoming better agents for attitude and behavior change in students.

D. Employ a system of evaluation which measures the goals achieved and indicate the probable success of the studnnt when removed from classroom situations.

E. Aid the teacher in selection, development and utilization of material and equipment necessary in accomplishing the goals of the ABE program.

F. Provide sufficient information concerning the administrative duties and responsibilities of those engaged in ABE activities.

As in most in-service programs, this program is designed to be group centered or individually oriented. Whenever persons in the adult-teacher learning situation become aware of a problem, In-Service Training is in order.

IN-SERVICE TRAINING FOR ABE TEACHERS

I. Teacher orientation: A basic must when engaged in the task of educating adults. It is imperative that ABE teachers are well versed in areas of need and desire of the adult student.

- A. New teachers
  - 1. The characteristics of the adult learners and what appeals to them
    - a. Mental
    - b. Physical
    - c. Psychological
  - 2. The aims and objectives of the ABE program
  - 3. Methods of establishing teacher and student rapport
    - a. The role of the teacher as a leader
    - b. The first class meeting
    - c. The teacher's attitude toward the ABE program and its students
    - d. Provide adequate and sufficient counseling
    - e. Improvement of attendance through the creation of interest among students.
  - 4. Visitation of ABE classes conducted by experienced teachers
- B. The orientation for all teachers should include:
  - 1. Innovations
    - a. Utilization of experienced ABE teachers

            b. Resource specialist
            c. Visitation among teachers to observe:
                1. Techniques
                2. Student behavior
                3. Student attitudes
        2. Data reporting and policy procedures
        3. Points concerning student recruiting
        4. Pre-determination of class size

II. Instructional Methods and Techniques----Unlike teaching children, the ABE teacher must establish and use a method of teaching that appeals to the adult student.

- A. Established teaching techniques
    1. Telling
    2. Showing
    3. Doint
    4. Group instruction
    5. Individual instruction
    6. Other methods
- B. Discussion techniques
    1. Information presented for clarification of a given problem
    2. Application to a specific task including:
        - a. Questioning
        - b. Brainstorming
        - c. Problem census
        - d. Problem solving
        - e. Role playing
        - f. Other discussion techniques

- C. Pre-assessment of students
    - 1. Needs
    - 2. Purpose
    - 3. Level of education
- D. Involvement of students (encouraging class participation throughout)
- E. Use of available audio-visual material
- F. Utilization of resource personnel
- G. Field trips and social gatherings
- H. Familiarization with the level of the curriculum to be taught:
    - 1. Level I --- Basic
    - 2. Level II --- Intermediate
    - 3. Level III --- Advanced
- I. Programmed instructions when available
- J. Lesson planning

III. Materials and equipment

- A. Selection of material by subject area and level
- B. Development of material by subject and level
- C. Utilization of material and resource personnel
- D. Obtaining material and equipment from agencies other than those included in the ABE program

IV. Evaluation

- A. Pre-assessment of students
    - 1. Formal
    - 2. Informal

B. Achievement test
    1. Placement
    2. Standardized
    3. Teacher made

C. Development of teacher-made test

D. Test results as a teaching aid

E. Follow-up

F. Counselling

EVALUATION AND ADAPTATION

It is hoped that the information presented will be adaptable to local programs of Adult Basic Education based upon their specific and unique situations. It is also suggested that evaluations be made to determine the effectiveness of the in-service education program.

The following is a description of one example on how in-service presentation of a problem can be conducted:

I. PROBLEM----Teachers in the ABE program are unfamiliar with the overhead projector recently purchased for them.

II. PROCEDURES

A. Understanding the proper maintenance and operation of the overhead projector

1. Changing lamp
2. Protection (dust)
3. Never move overhead while it is in use
4. Cooling of machine after use
5. Electrical supply
6. Cleaning of machine
7. Focusing
8. Eliminating keystone effect (The keystone effect can be eliminated by having the lens and screen parallel)
9. Use of transparency film
10. Proper care of transparencies
11. Use of grease pencil and felt tip pen

B. Understanding methods and techniques of utilizing the overhead projector as an instructional aid.

1. Placement of overhead for the best visual effect

a. Where to place it in room according to size

    - b. The effectiveness of the overhead in relation to the interest of the class
    - c. Class size
  - 2. The use of various shading and colors for better visual effect.
    - a. Type of pencils or pens to use
    - b. To enhance the effectiveness use different colors
  - 3. Effective use of transparencies and overlays
    - a. Teacher-made
    - b. Commercial

III. RESOURCES AND MATERIALS

- A. Specialist of audio-visual materials
- B. Overhead projector
- C. Screen
- D. Marking pencils and pens
- E. Transparency film
- F. Copy machine

IV. ACTIVITIES

- A. Preassessment-----The specialist would ask each teacher how many would have access to an overhead projector, had seen one in use, and/or used one.
- B. The specialist would stress the importance of the overhead projector by discussion, demonstration, and teacher involvement.
  - 1. The specialist would ask each teacher,

"How do you feel the overhead projector would be advantageous to you in your level of teaching?"

2. The specialist would take a pre-selected article from a magazine, make a transparency on the copy machine, and relate how this material could be quickly made available for class instruction.
3. For teacher involvement the specialist would have each teacher select an article, picture, etc. from newspapers and magazines and make a transparency.

C. Have each teacher set up the overhead projector and briefly demonstrate his ability to operate it.

D. Have each teacher prepare on transparency a lesson plan presentation in his field of teaching.

E. Through role playing have the teacher actually use his lesson plan.

F. Have a question and answer session concerning the techniques used in the presentation.

G. Discussion concerning the general maintenance of the overhead projector.

A MODEL FOR AN IN-SERVICE ORIENTATION PROGRAM FOR ABE TEACHERS

OBJECTIVE: To provide an opportunity for new ABE Teachers to learn some of the characteristics of adult learners and what appeals to them.

LENGTH: Six hours

3 hours -- General session

3 hours - Class visitation

REFERENCES: Zahn, Jane C., "Differences Between Adults and Youth Affecting Learning", Adult Education Vol. 17, No. 2, Winter, 1967.

Proctor, James O., "Technique, Notes, Tips for Teachers", Delmar Publishing Co., Albany, N.Y., 1963.

Introductory Motivation: Role playing of some individual characteristics of the adult student.

Definiation of Terma:

A, Buzz Groups: These are usually small, informal groups of achieving or causing indivudual participation.

B. Role Playing: The on the spot "acting out" of a situation, problem or incident. It is used to focus group discussion around some concrete experience.

C. Brainstorming: In actual use is like a game-----groups of four to nine people are given a particular problem or question and in five or ten minutes they are asked to come up with as many ideas or suggestions as possible to solve the problem or answer the question.

A. LECTURE

1. Characteristics of Adult learner
   - a. Learns quickly based on past experiences
     - 1. Handling money
     - 2. Buying of groceries
     - 3. Exposure to some types of measuring devices
     - 4. Experiences with certain illnesses
     - 5. Working under pressure
     - 6. The actual need for basic education
   - b. Learns better if health is good. Some examples of health factors which affect learning are:
     - 1. Defective hearing and eye sight
     - 2. Mental illnesses
     - 3. Diet deficiencies
     - 4. Physical handicaps, etc.
   - c. Seeks recognition
     - 1. Social
     - 2. Rewards for jobs well done
     - 3. Participation in civic affairs

d. Problems and Individual personalities
    1. Rebellious
    2. Timid and withdrawn
    3. Know it all
    4. Over volunteering
e. Needs to see progress
    1. Impatient
    2. Needs to see the relationship to ultimate goals
    3. Day to day accomplishments

B. SMALL GROUP DISCUSSION DESIGNED TO ENVOLVE PARTICIPANTS IN PROBLEM

1. Role playing
    a. Observation of the role of the problem adult
        1. Rebellious student
            a. Successfully handled by teacher
            b. Unsuccessfully handled by teacher
        2. Timid and withdrawn student--group discussion and suggested solutions

2. Buzz groups--attack the problem of a "know it all" student
3. Brainstorming
   - a. Ask the following creative questions:
     1. How best can we handle the problem of a student who monopolizes class-time? (Over-colunteering)
     2. In what way can we appeal to the emotions of the timid and withdrawn student?

C. CLASS VISITATION:

1. The areas that the teacher-trainee should look for:
   - a. Teacher-student rapport
   - b. How teacher reassures the timid and withdrawn student
   - c. How teacher gives the rebellious or belligerent student a chance to feel that he is a contributing part of the class
   - d. How teacher contains the participation of the volunteering student

- e. How teacher handles grouping within the class
- f. How teacher secures the participation of entire class

D. EVALUATION SESSION

1. The staff and teacher-trainee meet to analyze classroom situations in terms of stated objective and the techniques used to achieve this objective
   - a. Questions to be asked
     1. During class visitation, what techniques did you observe?
     2. Were these techniques suitable for teaching adults?
     3. Were you able to identify any of the 4 types of students previously discussed?
     4. Were any new types identifiable?
     5. What are your recommendations for the improvement of the teaching of adults in

classroom situations?

E. DISMISSAL

NOTE: The reader is reminded that this is only one small area of the In-service program and designed to relate only to the orientation of new ABE teachers concerning the characteristics of the adult learner.

INTRODUCTION

The evaluations are an important part of the guide. They are intended as methods by which teachers can gain ideas for measuring the learning which should be taking place. Whenever possible, the teacher and student self-evaluation should be a part of each class session. Evaluation gives both teacher and students the opportunities to review and to note areas where more work should be done.

The purpose of this suggested evaluation guide is to help the teacher measure the student's progress and to help him plan for other activities as he sees the need. The teacher of ABE classes should feel free to use varied means of evaluation. Because every class is different, the teacher should use his ingenuity to develop his own way of measuring.

The items in the tentative enclosed sample guide are divided into four sections: objectives, measurement, procedures and cheklist.

Objectives: The objectives were selected at random from each subject area for evaluation at different levels.

Measurement: The measurement is the development of means used to give evidence of student progress.

Procedure: Procedures are the methods and techniques to be used to obtain the desired performance to give us evidence of the student progress.

Evaluation Checklist: An evaluation checklist provides the teacher with a form on which to kepp a current class record by checking to see that the objectives have been reached.

Summary: It is expected that the teacher will develop further evaluation criteria. We hope that this guide will be of assistance.

EVALUATION

SUBJECT AREA Communications

OBJECTIVES	MEASUREMENT Devices or Indicator	PROCEDURES
1.A. To help the student develop the listening skills in the English language.		
Level I - The student will be able to follow simple directions.	Level I - Sets of teacher-devised directions.	Level I - The teacher will give oral directions. (i.e. "Write your name in the upper right hand corner.")
Level II - The student will be writing sentences dictated be the teacher.	Level II - Teacher-devised sentences	Level II - The teacher will dictate a sentence and the student will write it.
Level III - The student will be able to listen to oral directions and reproduce them in writing.	Level III - Teacher-devised oral directions.	Level III - The teacher will give a set of oral directions and the student will write them.

Check List Question:
Has the student developed listening skills in the English language?

OBJECTIVES	MEASUREMENT Device or Indicator	PROCEDURES
I.B. To develop skills in pronunciation, enunciation, and articulation so that the student will be able to speak and understand English with ease.		
Level I: The student will learn phonics.	Level I: Teacher-devised and commercial records and tapes Charts Informal Conversations	Level I: The teacher will require the s student to name objects and to engage in informal dialog.
Level II: The student will be able to pronounce correctly a list of words containing particularly the difficult sounds in English	Level II: Tape recorder	Level II; The teacher will have each student speak into a tape recorder and replay it to the student.
Level III: The student will be able to pronounce, enunciate, and articulate English words effectively.	Level III: Poetry or other suitable written material.	Level III: Teacher will have students read portions of written material orally.

Check List Quesion:
Can student pronounce, enunciate, and articulate English with ease?

OBJECTIVES	MEASUREMENT Device Or Indicator	PROCEDURES
I.C. The student acquires a vocabulary which satisfactorily meets his needs.		
Level I: The student will be able to recognize the words on a common basic 400 word vocabulary list both separately and in context.	Level I: A 400-word basic vocabulary list Teacher-devised measures: Experience charts Flash cards Sentences containing the words.	Level I: The teacher Presents the words on flash cards, word lists, etc.
Level II: The student will be able to use newspapers, magazines, etc. to meet his needs.	Level II: Newspapers Magazines	Level II: The teacher will have the student bring to class a newspaper item and read it to the class.
Level III: The student will be able to read an article and give a synopsis of it.	Level III: Synopsis of article.	Level III: The teacher will have the student read an article and prepare a synopsis.

Check List Question:

Does the student read will enough to utilize those opportunities which will serve his needs?

OBJECTIVES	MEASUREMENT Device or Indicator	PROCEDURES
I. D. To develope and improve the writing skills.		
Level I: Student will be able to write the alphabet in manuscript and cursive script.	LevelI: Charts and sample forms of manuscript and cursive letters, both upper and lower case,	Level I: The teacher will set up standards for the formation of manuscript and cursive letters.
Level II: The student will be able to write a sample paragraph.	Level II: Paragraph written by the student.	Level II: The teacher will require the student to write a paragraph on a suggested topic. (i.e., personal experiences current events, etc.)
Level III: Student will be able to write a report or essay.	Level III: The report or essay written by the student.	Level III: The teacher will require the student to write a report or an essay.

Check List Question:
Did the student develop or improve his writing skills?

SUBJECT AREA Mathematics

OBJECTIVES	MEASUREMENT	PROCEDURES
Place Value 1: The student will be able to understand the value of each digit of a number,	Teacher-devised place value chart. Abacus	Teacher will require students to identify digits according to place value.

(BASIC LEVEL ONLY)

Check List Question: Does the student understand place value?

Level II. Multiplication

To determine which operation to use in solving practical story problems.	Teacher-devised problems	The teacher will require the students to solve practical story problems by the use of the four basic operations of mathematics.

Check List Quesion: Were the students able to solve the problem with the proper equation?

OBJECTIVES	MEASUREMENT	PROCEDURES
Level III: Addition and Subtraction of Fractions		
To provide number operations that will help the student enrich his daily living.	Student-devised practical problems they have encountered.	The teacher will allow the students to present personal problems to be solved by the class.

Check List Question: Were the students able to solve their personal mathematical problems?

SUBJECT AREA
CITIAENSHIP AND SOCIAL SKILLS

OBJECTIVES	MEASUREMENT Device or Indicator	PROCEDURES
III. To provide the opportunity for the student to become aware of how the government works.		
Level I: The student will learn the organization of the local city government.	Level I: List of offices of local city government.	Level I: The teacher will have the student name the offices making up the local city government.
Level II: The student will be able to outline the duties of the major local, state, and Federal officers.	Level II: Outling of duties of local, state, and Federal offices.	Level II: The teacher will require the students to outling the duties of major local, state, and Federal officers.
Level III: The student will know the procedure by which a bill becomes a law in the Federal legislature.	Level III: A mock session of the legislature.	Level III: The teacher will set up a situation in which students can take part in a mock session of the legislature.

Check List Question:
Did the student become aware of how government works?

OBJECTIVES	MEASUREMENTS Device or Indicator	PROCEDURES
IV. To provide the student with information regarding social agencies, their uses and services rendered.	Teacher-devised check-list showing agencies available in local area and their services. Oral question-and-answer session.	The teacher will pose a series of hypothetical problems and ask students what agency would be involved in solving them.

Check List Question: Did student learn about social agencies and their services?

SUBJECT AREA
Science and Health

OBJECTIVES	MEASUREMENTS	PROCEDURES
1. The student learns his structural and physical make-up in order to maintain good body developments		
Level I: The student should know the proper Englidh words for the basic body organs and functions, such as eat, breath, digest, skin, stomach, etc.	Level I; A picture with arrows indicating parts of the body.	Level I; The teacher will point to a part of the body on the picture and the student will name it orally, in English.
Level II: The student will be able to name and identify major body systems.	Level II: A picture or a model of the human body.	Level II: The teacher will prepare a test which will require the individual student to name in English the major body systems.
Level III: The student will know the functions of the major body systems.	Level III: A chart or model of the human body.	Level III: The teacher will set up an activity to measure the students progress in understanding body functions. (i.e., trace the digestion of an apple.)

Check List Question:
Did the students learn the structure and function of the body?

OBJECTIVES	MEASUREMENTS Device or Indicator	PROCEDURES
2. The student understands the interaction between plant and animal life.		
Level I: The student will learn and identify the names of 10 common plants and 10 common animals.	Level I: Actual specimens, filmstrips, slides, overhead transparencies.	Level I: The teacher will devise a questionaire in which the student will give his answers orally or in writing. He may use transparencies or pictures to measure student progress.
Level II: The student will know various steps in the life cycle of the various plants and animals.	Level II: Unlabeled diagram, felt board to manipulate parts of cycle, charts.	Level II: The teacher has the students list and explain the parts of the cycle, label a diagram, write a discussion paragraph.
Level III: The student will know the functions and uses of animals and plants in different stages of the life cycle.	Level III: Research Projuct, Class report.	Level III: The teacher will require the student to research one or more phases of the life cycle.

Check List Question:
Does the student understand the interaction between plant and animal life?

OBJECTIVES	MEASUREMENT Device or Indicator	PROCEDURES
8. The student is able to learn the requirements of the basic four foods groups so as do maintain good nutrition.		
Level I: The student will know of the foods in each of the four basic groups and know their names in English	Level I: Grocery ads in the newspapers pictures of food items	Level I: The teacher will ask the student to pick out of the grocery ads a food from each of the groups.
Level II: The stu dent will plan economical and balanced meals.	Level II: Menu form Shopping list	Level II: The teacher will have the students plan balanced meals, with substitutes in each of the food groups.
Level III: The students will be able to list the six nutrients and know their importance.	Level III: Wall chart of food items Posters.	Level III: The teacher will have the students make posters showing the foods containing the various nutrients.

Check List Question:

Has the student learned the basic four food groups and can he apply this knowledge?

SUBJECT AREA
Occupational and Educational Opportunities

OBJECTIVES	MEASUREMENT	PROCEDURES
6. To provide practice in filling out applications for employment and other forms. (ALL LEVELS)	Application forms from appropriate agencies.	Teacher will require student to fill out a form correctly.

Check List Question:
Did student fill in an application form correctly?

OBJECTIVES	MEASUREMENT	PROCEDURES
10. To prepare the student for the G.E.D. test. (LEVEL III ONLY)	G.E.D. test	The teacher will make an appointment with a state-approved examiner to administer the G.E.D. test.

Check List Question:
How many students passed the G.E.D. Test?

EVALUATION CHECKLIST

QUESTION	LEVEL	NO. IN CLASS	NO. ACH. OBJ.	NO. NOT ACH. OBJ.
COMMUNICATION				
I. A. Has the student developed listening skills in the English Language?				
B. Can student pronounce, enunciate and articulate English with ease?				
C. Does the student read well enough to utilize those opportunities which will serve his needs?				
D. Did the student develop or improve his writing skills?				
MATHEMATICS				
Place Value I. - Does the student understand place value?				
Level II. Multiplication - Were the students able to solve the problems with the proper operations?				
Level III. Addition and Subtraction of fractions - Were the students able to solve their personal mathematical problems?				
SCIENCE AND HEALTH				
1. Did the students learn the structure and function of the body?				
2. Does the student understand the interaction between plant and animal life?				
8. Has the student learned the basic four food groups and can he apply this knowledge?				

EVALUATION CHECKLIST

QUESTION	LEVEL	NO IN CLASS	NO. ACH. OBJ.	NO NOT ACH. OBJ
CITIZENSHIP AND SOCIAL SKILLS				
III. Did the student become aware of how government works?				
IV. Did the student learn about social agencies and their services.				
OCCUPATIONAL AND EDUCATIONAL OPPORTUNITIES				
6. Did the student fill in an application form correctly				
10. How many students passed the G. E. D. test?				

We suggest to the TEA:

1. That the Agency examine the problem of providing more and better administration, supervision, and in-service training at the local level.
2. Regional teacher-training workshops, specifically including an opportunity to examine all available materials, by levels.
3. Standards of achievement should be set up by the agency for each subject area on a percentage basis -- probably 70% of students completing 70% of work, unless otherwise stated.
4. An instrument should be developed for follow-ups, particularly on G.E.D. Students.
5. Ask the University about the possibility of giving College credit for workshops of less than three weeks.
6. One person in the TEA should be designated to receive feedback on our production, to consolidate it, and to send it back to us for consideration.
7. TEA should set up suggested forms for keeping account of enrollment and attendance.
8. That the Agency produce a form for a student permanent record card (not compulsory, but as a help to local administrations.)

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on Adult Education